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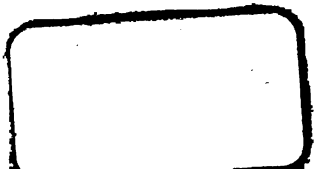

WOMEN AND WORK

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THE ECONOMIC VALUE OF COLLEGE TRAINING

BY

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TO

MY MOTHER

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WOMEN AND WORK

CHAPTER I

THE INFLORESCENCE OF THE NEW EDUCATION

THE most thrilling moments in the life of a garden are when the first soft green shoots break through the earth, and again when the earliest flower or fruit begins to color in the sun or ripen into tempting shapeliness. I shall always remember the throbbing joy with which I looked from my homesteader's cabin window and saw the corn in its lean green lines, and the hardly perceptible clusters of tiny potato tops. Nor can I more easily forget the glow of finding the first cucumber coyly concealed under the vines, or the riot of delight when a turn of the hoe brought up one big shiny potato after another.

It is as great a wonder to watch the foxgloves and the delphinium burst their earthy bounds; nor is the unfolding of the yellow of the coreopsis or the fluttering petals of the Shasta daisy any less cause for the ecstasy of discovery. But though it may mark a lack in the attributes supposedly adjunctive

to an appreciative and artistically purposed mind, I must admit in my own heart to a prepondering love for the homely growth of the market garden. Not that the perennials do not inspire me with an admiring awe, and the rose garden and the adorable surprised little rose trees give me a veritable jag of joy, but for a constant glow of delight, an ever-recurring exultation, a knowledge of the brotherhood of man and plant, give me the rows of green in the kitchen garden, the gay little red-skinned radishes, the placid summer squash, fertile beyond belief, the graceful and indifferent string bean, the cultured and exclusive Swiss chard with its gentle allure, and the straight-backed belligerent, pungent onion, so honest, so true.

After the garden has been planted and the new questioning leaves have come up to make acquaintance with a more brilliant world, after the long process of irrigating or watching for clouds, and of patient cultivating and careful fertilizing has been completed, then, whether you are an idealist or a materialist, an epicurean or a stoic, whether you raise roses for market or cauliflower for pure joy of the task, your real anxiety will be concerning the flowers and fruit which your labor shall have helped to produce.

This is a natural outcome which you have a right to expect. It is not because you seek a material re-

ward, nor because the planting, the cultivating and the growing have not been in themselves beautiful, profitable and joy-giving; but because the proper function of a plant is to enter a period of anthesis with its subsequent fruitage. It is not desire for pecuniary gain or profit of any kind that moves you primarily to delight when you see the perfect flowers in your garden or the melons ripening on their octopus-like vines. Instead it is the satisfaction of seeing the child of your effort come to completion, making to the world its proper contribution of beauty and utility.

Having passed now through the stage of germination, and having been subjected by a non-negligent providence to all tests of time and tides of favor, the college for women has entered at last upon its period of inflorescence. We have now to see what it can give to the world from its plot of ground, what its gardeners have succeeded in producing, whether flower or fruit, succulent herb or food from the fields; whether this garden can offer its proper contribution of beauty and utility. Will it breed a lovely exotic perfect in symmetry and color that will never burgeon and never bloom? Will it bring forth a hybrid partaking of no definite character? Or has it cultivated the strictly utilitarian product *sans* fragrance and *sans* beauty? Heaven forbid!

Until the last half dozen years it has hardly been

fair to attempt to judge the value of this product, as the college woman, in comparison to the non-college woman, was as a tiny plant in a great field of wheat. No conclusions of any value can be drawn concerning any institution while it is in its incipiency, and neither will the results as illustrated in the cases of a few individuals be worth while. But now that colleges for women are no longer an oddity, now that there are many happy grandmothers going back each year to celebrate their fortieth and fiftieth reunions, now that the college woman is a recognized institution, everywhere apparent and everywhere active, it is but fair that she should be submitted to the same unbiased and impartial scrutiny that is bestowed upon any group of men or women.

How does the college girl function in life? Has she a definite style and type of her own, and is her accomplishment always in accord with that type? In how far does her college training affect her choice of a vocation and her value in that chosen line of work? What special opportunities does the college offer to enable its girls to make a wise choice of opportunity, and how much and how scientific a study does it make of the individual to determine her fitness for the task which she has chosen? Why does it take a college girl a certain period after leaving college before she is able to make a satis-

factory adjustment with life? Does the college send her out psychologically and physiologically sound? Does it fully recognize its obligation—and this obligation should be felt even more keenly with women than with men—to give its students fine bodies as well as fine minds? What different results may be expected in the coeducational colleges and in the separate colleges for women, and what lines of demarcation are drawn among the latter? All these are questions which the public, the family, the girls themselves ask concerning the training given to women. And more important than all these, quite surpassing them in real import, is the speculation as to what her ultimate value will be in her own family relations, and what part she will play in the economic development of her sex.

Changes in the last twenty-five years, both within the college itself and in the world without, have stimulated these inquiries as new combinations breed new flowers, and unusual soil conditions modify the fruitage. Within the colleges and this is true of all colleges where women study, there has been more or less of a reaction from the former tyranny of the classics. Greek, once an entrance requirement for an A.B. degree has fallen into the anomalous position of an elective. Fixed curricula have given way to a fluidity of subject matter controlled

largely by the choice of the individual. Examinations have been in part superseded by written papers, and the college life has in its every manifestation accommodated itself to the changing conditions without. Colleges which in their inception cherished the idea of a certain amount of manual labor daily for each student regardless of her financial status, not only on the grounds that it reduced expenses for those who could not otherwise have had these advantages, but also for the larger reason that it was believed to provoke and foster democracy, have remolded their living conditions so that they may meet the variable resources of their students. As a result, though this is but one of the causes, the college girl of today is not the same type of person as the one who studied a decade or so ago. She has less initiative, less ambition—she would fain live softly; her eyes are not strained from work by the midnight light—they are keen for success on the athletic field; clothes are more a matter of importance to her than they were to her predecessor, as are also social functions of all kinds; the ten o'clock retiring rule has gone a-glimmerin' with the old idea that these college students were girls, not women—an idea today held to be early Victorian in its antiquity. In the seed planting days the colleges were the gathering ground for keenly ambitious and serious-minded young women,

intellectually eager, scholarly in their determinations, fixed in their purposes. The girl not of this type was in those days a rarity. Now girls are entering college for so many other reasons than the obtaining of an education or the pursuit of an intellectual ideal that the world, which had begun to have quite a definite opinion regarding the type of women which the colleges had been rearing, has been obliged to revise its standards of judgment, as well as its final decision.

Rapid and fundamental changes in economic conditions resulting in new opportunities for women as well as increased demands upon them have made a decided change in the place which the college girl must occupy in the world of action. The great onrush of women into industrial occupations, their rapid influx into all professions, the growing expectation that women, even those of some means, will take their part in productive activities, the increased number of those taking not only a college education, but advanced work of various kinds, have all combined to insist upon a definite degree of efficiency as a result of college training. In an age when efficiency is a byword, when the pressure of competition is inordinately keen even in the learned professions, it must be expected that the apparent results of so expensive an investment as a college education should not go unchallenged.

More is demanded of women by the world outside the home, since women have come to demand more recognition from that world. As long as women did not present themselves as candidates for positions held by men, as long as they did not open offices to practice the professions or enter into open competition in the labor market with their brothers, the world was content to let their efficiency remain unmeasured, except in a superficial fashion as it related to the number of their babies and the happiness of their husbands. But when women, and especially those who lived on the circumference of life, neither within the family circle nor without it, began to take an active part in the productivities of the world outside the home, then the world began, and rightly, to demand that this new person, who asked to be one of its recognized workers, should show the same relative usefulness and efficiency that had already been demonstrated by those whose places she was attempting to fill. Work within the home itself has never been standardized. Household efficiency experts tell us that it may and should be. The old-fashioned housekeeper, with the contempt of her kind for theories and for the woman who has worked them out in the laboratory instead of in the kitchen, says this can never be. Because most of women's work has hitherto been done in this unstandardized way, and because peo-

ple in general have seen only the results, not the time it took to accomplish them or the economic waste involved, women as a group have been accustomed to abide by results oblivious of the circuitous and expensive route by which they were achieved. This jesuitical characteristic of women has made it difficult to develop in them the high degree of efficiency which the world regards today as the cock of the walk, as the darling idol of all its *lares* and *penates*. With the world offering incense at this altar and with women constitutionally favoring the observance of the second commandment, a difficulty has arisen in the economic relations of women to other workers, a difficulty which is variously described by economists, psychologists and feminists; but which is actually due to the native tendency of women to estimate value by results entirely regardless of cost. This tendency is physiological in women as well as psychological and is one reason why they are finding difficulty in fitting in with present day standards of economic worth. One economist dismisses his perplexities on this subject by saying that where man succeeds by means of "strength and skill," woman is able to do her part because of her "perseverance and dexterity." A voluble psychologist murmurs of the "instability" and "variation" of woman, claiming that she lives her life on a curve and not on a straight

line; while the feminist, conscious also of this puzzling little gap which it is difficult to bridge, lays the blame in an artistic little bundle right at the door of the many centuries of woman's submission. These theories may all be true as far as they go; but no one of them is fundamental: no one of them explains adequately the difficulty which women are finding in adjusting themselves to the present day system, their feeling of intolerable revolt against the mechanism of it, the petty penny-accounting system of its achievements and the increased value placed upon output as opposed to the value of the producer. Women cannot tolerate an economic system which discharges an honest man who is as efficient as his abilities permit, because at the age of fifty he cannot turn out as much product by fifteen per cent., as can the man twenty years younger. Women find insupportable a civilization which says that a business must be based upon the amount of profit it offers to the owner without questioning the effect the production of this profit has upon the individual employee. This is not because women believe in the equivalence of functions. They are not as a group inclined to be communistic; they are too individualistic. Who can fail to realize that a class which for ages has given birth to successive generations has imbedded in its very nature the instinct to appraise the product without estimating,

without considering, without caring for the cost? The pains of a race of mothers cry out in protest against this reversed order, which does not allow production except as it is regulated by the operating cost.

Such is indeed the psychological and physiological limitation of woman as she operates today in a commercial world. And this is the quality which has made her subject to severe criticism by the very environment in which she is operating. For while this instinct is fundamental, and in its finest form is something she must always retain, yet it cannot be used as an excuse for a retardation in her progress, or for certain weaknesses in which she sometimes rejoices. Any innate uncontrolled tendency is in danger of becoming unduly enlarged and of playing a part far out of proportion to its actual worth. So it is with this tendency in women. It has made them less efficient than they should be; it has operated to keep them too near the foot of the class, when they might have spelled a little better without any sacrifice of ideals or of convictions. For such a temperamental gift as this must be used for constructive work, for the development of the individual and the race, and must not be permitted to degenerate into a weakness which may be used as an excuse for unnecessary failure. The world has a right to insist upon a greater degree of efficiency

in women and especially in the college bred woman who is supposed to represent a highly trained product which has added to its native ability the best that modern education, teachers and thought have to bestow. And yet there has been a constant though courteous quarrel concerning the measurable worth of the young woman whom college gardening has brought into bloom. The world has estimated in its own terms what it expects of a college education, while the college, equally justified in maintaining its own opinion, has drawn its conclusions from a different basis. There has been, however, so much detailed criticism of the results of college education, so much speculation as to what could legitimately be expected of this training, that the movement has grown even within the colleges themselves to increase the speedy and successful functioning of their women students.

But a short time ago it was generally accepted that the college girl who wanted to make her own living would enter the schoolroom. The teaching profession was held to be the one surely ladylike occupation worthy of a woman's trained mind, and it had the additional advantage of not intruding upon fields given over to men. The result, which has been patently unfortunate, was not only to drive too large a number of people into the teaching field, but also to send into it many who were utterly

unfitted for the work. This was an unhappy outcome for the teacher herself, an insult to a great profession and sometimes almost a catastrophe for the pupils. When this began to be realized, the question then came from the college girl: "What can I do besides teach?" Then college graduates who had been out in the world long enough to meet first hand some of the difficulties imposed upon them by their education, the colleges also, really solicitous about their product and the girls themselves, questioning fearfully upon the brink of life, came together, trying in some way to solve this problem of the girl who did not want to teach. In general she was trained for teaching but for nothing else. The consequence was that additional courses, some of them frankly vocational, some suggestively so, were introduced into universities and some colleges; strictly vocational schools came into being; bureaus of occupations were organized; vocational conferences were held and vocational advisers appointed in many of our greatest institutions of learning. Then it was that the new generation of college women came forth. Those desirous of teaching followed that profession, others went into their own chosen lines, while many unfortunately had no choice except that expressed by the phrase, "anything but teaching."

This is the new college woman who is challenging

both admiration and criticism. It is only a kindness to her and to the scholarly institutions from which she comes to analyze in friendly but frank spirit what she brings from the college to the world, and what the world expects of her. Any right of course which the mere family might have upon its children has been long since abrogated. But even the college products both masculine and feminine still recognize to a degree the claims of society at large.

Together with this movement, not away from teaching, but for a discriminate entering into all professions, there naturally came about a study of occupations as they concerned women. The opportunities offered to women rather than the fitness of the women for these opportunities was considered the real problem.

"What is open to me?" asked the college girl, not, "What am I fitted for?"

"I am a graduate of —— University. You will find my references on file at their office. What have you to offer me?" wrote a young woman to a bureau of occupations.

The confident naïveté of this is equaled only by the picture which one of our entertaining magazines published at commencement time a few years ago. It showed "son" standing in the middle of the living room, his cane hanging from his arm and

his cigarette from his lip. He was fully conscious of the admiring though anxious look which his mother turned upon him, as she said:

"Now, Reginald, that you have finished college, don't you think you ought to be looking around for something to do?"

To which Reginald replied and even the printed words echoed his drawl:

"But, Mother, don't you think it would be more dignified to wait until the offers begin coming in?"

This then was the difficulty that arose from considering only fields of work—the student's psychological attitude became warped and the belief was fostered that college prepared for every line of activity, and that the graduate need only stretch out an open palm, and a largesse of opportunity would pour into it. Another wrong arising from this exclusive study of fields was that young people entered them without regard to their individual fitness.

It then became necessary to undertake that more important subject which shows the trend of vocational counseling and college training, the study of the individual as related to her occupation. This new viewpoint lays emphasis, not upon the positions which can be offered to the graduate, but upon the equipment and the ability which the girl can offer to the profession. It becomes then not a

question of abstract employment, but of concrete placement of the individual. All this expenditure of effort, time and study is not primarily that the individual may be placed in a desirable and highly paid position, though her immediate needs must often be first considered; but that the highest meaning of education may be developed in these graduates who are to represent to the world the function and result of college training. Other groups of women are coming to turn with more frequency to the college group for thoughtful study of conditions, for special work, and for support in movements which concern all members of their sex.

The college graduate is found today not only back in her old stamping ground, the college, but active in trade union leagues, working in department stores, practicing professions, living in luxury and toiling in poverty. She succeeds and she fails. She is effective and she is futile. She is a center of intellectual life and new movements, and she is the best dancer on the floor, and a waving bit of parti-colored fringe on the arm of society. She is abroad at daybreak. She is awake at midnight. Like another great world force less pleasant to contemplate, she has all seasons for her own. She is an affectionate mother, though devoted to Holt; an adoring wife though an independent voter; a gay bachelor girl though a serious worker, and in

all a very human young person trying in most cases with real sincerity to play her part in the world well, if she can but find the lines which she is to learn and the business which she must master. Sometimes she grows with the perennials. Sometimes she comes, not the less cultured or beautiful, though possibly more practical, from the kitchen garden. Now she is a lovely bloom, perfumed and gorgeous, and again she is a gentler flower, shy beneath its leaves. Now she stands straight and tall in long slim rows and gives to the world golden bounty. But always she represents in this new era the compounded product of her own innate capabilities and the ardors of her gardener. If she has not been weed-crowded, stunted by drought or starved from lack of cultivation, and if instead she has known the joy which the friendly hoe brings to tired little nurslings, and the vigorous life which the dropping of the rain inspires, then she may become indeed a credit to the delvers in the soil who are now standing back to watch the growth of the blooms in their garden.

CHAPTER II

COLLEGE TRAINING AND WORKING EFFICIENCY

SHELTER her all we can from harsh lights and cutting winds, protect her as far as possible from darkness, ugliness and rough storms, the fact remains that we are educating the college girl for life and for the world. Whether she live that life behind professional doors, within scholarly haunts, or in the harbor of a home, makes no difference. For upon the effectiveness of the relation which she will establish and maintain with the world, depends the real success of college training for women. For an ultimate pronouncement upon this effectiveness we must depend upon the judgment of this same world, not upon that of the college from which she has gone forth, nor upon the family which has so proudly produced her, not even upon her own contemplative vision of herself. It is in the world that she must work, and by the present standards of that world she must be measured. The value of every organism lies in its proper functioning in the environment in which it naturally operates. How does the college girl function in life?

In how far does her college training contribute to her worldly success? And in what ways, if any, has the college failed to make a connection between its training and real working efficiency?

Before going further it would be well to decide what is meant by efficiency. Here is one of those words that suddenly for no apparent reason overrides a generation. It is swamping us today just as "environment," "culture," and "strenuous" have at various times rolled up over the beach of the everyday vocabulary. There is a significance, undoubtedly, whenever a word becomes dominant, but the words "efficient" and "efficiency," while excellent in the ideal which they represent, have come in many ways to be thoroughly obnoxious. When an intelligent man cites as his ideal of an efficient workroom one where one hundred girls at one hundred typewriters sit working without lifting their eyes from their copy, without exchanging a word for an entire afternoon; when a man who is honestly intelligent beams over this observation, one may well wonder if efficiency is not a thing to be sent back speedily to its parent of the lower regions.

In speaking in this very superficial survey of efficiency we do not mean that hideous new order which has for its object the automatic increase of the amount of work which a man can do in a day. We do not mean a barren science which wreaks of

machinery rather than of men, having for its real object the advance of capital at the expense of labor's individuality. Nor do we mean a more kindly science which, while attempting to enable man to use all his powers to their fullest capacity, yet is a menace to his individuality and to his freedom of expression. Instead we mean the ability to express one's self in work so as to make that effort immediately valuable and productive to society. This may be achieved in a number of ways. Do not jump to the conclusion that it is attained only by mechanical, commercial or industrial means. It operates in other ways than through stenography and typewriting. It is not limited to laboratory technic or a knowledge of figures and statistical tables. It does not necessarily correlate with a hammer or a law book, with a forge or a scalpel. It may express itself in any one of these ways, and again it may be equally expressive through some much less obvious and more indirect method. Working efficiency, like the old Read and Kellogg definition of a verb, may be expressed through action, being or even a state of being. Efficiency, in other words, is a process of functioning, and considered thus, just where does it impinge upon the academic world—just how is it related? Is it father, child or brother?

Two types of education today, like ignorant

armies, are prone to clash by night—the vocational schools and the colleges of liberal arts which as a group have not yet introduced vocational courses into their curricula. By the vocational schools we mean those that place emphasis upon training for a specific vocation, and which make cultural subjects and those which are purely for mental development subordinate to those which skill the pupil for a given profession, business or trade. Within this list of schools must be counted also the professional schools, which take the student who has completed his liberal arts course and give him his specialized training. As the world understands efficiency, this training functions at once. These schools send out graduates ready to meet the activities of life effectively. The confronting question then, is not whether the vocational and professional schools train for a working efficiency, but whether the college of liberal arts with its rigidly scholastic catalog, with its emphasis on work which is purely cultural, and with its pronouncement of outlander upon the followers of vocational curricula, sends out its girls ready to meet this question of working efficiency, or whether we have a right to expect that a college should do this thing. Is it the place of the college to educate according to such old-fashioned dicta as those of Herbert Spencer when he said that education was a preparation for complete

living? If this is true, and a girl must have additional training after college before she can meet this test, has she been educated, or are our colleges coming to rank as mere preparatory schools? Where are we tending in this befuddled condition of modern education wherein the culture of hand and brain are with one school far apart, and with the other immediately connected—where one set of idealists bewail the possibility of the extirpation of culture, and the opposed array of so-called materialists demand that our young people be graduated from college with something which is legal tender for a board bill? What have we a right to expect of the graduates of the colleges of liberal arts? To what can we hold fast among the change and decay from which as yet only the occasional mushroom has sprung?

There are two ways in which an educational institution can train its pupils to measure up to a working efficiency. One is by so educating them that immediately upon leaving college they may be efficient, and the other is by giving them such a background and impetus that they possess a high potential efficiency. Taking the first type of training—that which makes the girl immediately efficient upon leaving college—do our colleges of liberal arts accomplish this?

The girl graduating from college, who wants to

work and who does not want to teach—for we must not fail to recognize the fact that though the colleges of liberal arts do not introduce other vocational courses they still train for teaching—what does she face? Two courses stretch before her. Either she must take further training for a year or more, or else she must enter some kind of work where she will be an apprentice, and while earning a small amount of money, be trained in this business or profession. It is rarely that she can step into a position where she can earn a decent wage or fill a vacancy of any importance. Does she want to enter any of the professions, law, medicine, the ministry, nursing? She has from three to four years ahead of her before she can even pretend to draw a salary or make a bid for clients or patients. Does she want to become a social worker? Her chances in this day of highly organized duties are but slender unless she will put in another year in some school which provides special training along the now definitely laid out lines of social work. Does she contemplate the duties of a private secretary? Not less than six months can she allow to gain a knowledge of the fundamentals of her technic, and then she will still be inexpert. For all these and many other occupations, additional training is a necessity. On the other hand if she wants to become a business woman, she must serve a long

and not easy apprenticeship, before she has mastered the simplest elements of business. If she thinks, for example, of going into a publishing house, she may find an opening, but the salary which she draws at first will be nondescript, and the position she fills scarcely more than that of an intelligent office boy.

"The trouble with you college girls getting a good position from the start," a magazine editor is recently quoted as saying, "is that you have nothing tangible to offer us business men. You've had a lot of Latin, English and history. We know that. You've had some executive training on college committees perhaps, but what can you do?"

Here is one of the places where the point of view of the academic group and the outside world fail to coincide. The college group contemplates what this girl possesses—what she has achieved and gained in college. The world, materialistic perhaps, practical certainly, says:

"What can she do?"

A college professor will write a letter of recommendation for a graduate who has majored in history and literature or philosophy and Greek, and will tell of her fine mental equipment, her splendid classroom work, her ability to get along with her associates, her high ideals and sincerity—all excellent, invaluable qualities. But show these recom-

mendations to a man looking for an employee, and unless the position he wants to fill is very unusual, or the girl is that exceptional person who supersedes all rules and surpasses all training, he will not even consider her. The college girl upon graduation might as well face the fact that the education received in a college of liberal arts has no immediate commercial value—that it is not negotiable in the labor market, and that its possession will not always raise her rating with an employer.

Many a girl fails to realize this until she has met the cold brutality of the business man who is looking for ability to do. She has been a factor in college—president of her class perhaps—influential in the self-government association, one of the editors of the college paper, active in athletics, popular in a sorority. She is accustomed to hearing herself referred to as an able girl with—and this is a pet phrase—"a great deal of executive ability." The phrase may be ambiguous, but it sounds like a big job. She does get on well with people. She has personality of the kind that is readily effective. But her college training has given her nothing definite which she can use as a means of livelihood. It is only the exceptional girl and the infrequent opportunity that contradict the statement that the immediate working efficiency of the college girl is low.

But what of the potential efficiency of this interesting product? One very successful business man who was himself college bred said recently:

"College girls have just the same problem to face that college men have. They aren't good for much the first two years, quite hopeless in fact, but after that they are much more valuable than another person with similar ability and non-college training."

A series of figures compiled by the Women's Educational and Industrial Union of Boston regarding salaries earned by secretaries college trained and non-college trained, bears out this statement, showing the constant higher rise of the salary of the college trained woman over that of the woman of lesser educational advantages.

Now what do these statements mean? They mean two things, both of which are extremely significant in considering the relation of college training to working efficiency. In the first place they indicate that college gives a girl a high potential working efficiency. In the second place they suggest that her immediate working efficiency is lower than it need be. For when a business man says that a girl just out of college is quite hopeless, he does not mean merely that she is not technically trained. He means instead that she has a mental attitude which it takes time to undo. It is easy,

then, to conclude that while college gives much to the girl potentially, it also fails to give her certain qualities which it might bestow upon her, and sometimes even burdens her with accessions which she could profitably lose.

What is it then that the college does give her which makes her potentially efficient? First, and possibly most important of all in an age so highly socialized, it gives her unquestionably the ability to do team work, to be active successfully in groups, to lead if she has the opportunity, and to follow a leader. She has learned in the college world the necessity of coöperation within groups, and she has mastered some of its technic. Not in vain has she attended class meetings, worked on committees, lived in dormitories, taken part in athletics and linked herself to some one of the social groups that go to make up her little world. You can toss a college girl carelessly into a conglomerate mass of people and though she may not actually amalgamate with them, she will yet become part of their activities, gather them together, make them class conscious, and fuse her endeavors more or less with theirs. This strongly developed quality is one of her most valuable assets.

Because of her laboratory and library training she also possesses in a high degree the power to do her own thinking. She is acquainted with sources.

She knows how to work independently. She is fairly able along research lines. The chances are good that she will develop large possibilities for independent work, and may become a factor where a fresh field is to be exploited.

She has also, though this statement will tolerate modification, the beginnings of a well-trained mind. She is a ready and fairly discriminating thinker. She has some concentration, though not so much as she should have, and mental agility, definiteness and logic. She is a straight thinker as a rule, going directly to the heart of her subject or her argument, with a resourcefulness that knows no fear and no unplumbed depths. Her fearlessness and her initiative, her high ideals and background together with the poise which she often attains push up her potential efficiency toward a winning mark.

Supposed to appertain to college girls, however, is a quality necessary for success and for the highest type of efficiency, which after all may not be peculiar to the college group. This quality—ambition, should spring in its finest type from the very ideals and conditions of college training, and yet it is doubtful if it is more noticeable in a group of college women than in many another center of woman's interest. A dozen years ago this would not have been the case. But with the increasing number of girls who go to college because they are

sent and because it is the recognized next step in the educational process, the ambition of the group is decreasing. And with the growth of outside organizations which have given other girls a common ideal, the ambition of these outside girls has been growing. There is of course the finely ambitious girl who has just been graduated from college eager to begin a work which she hopes may lead toward the stars, but you can match her ambition any day with that of the Trade Union League girl whose schooling stopped in the early grades but whose education is a growing plant, stretching always new leaves toward the abstract ideal for which she yearns in vain. There is again the girl who has worked her way through college. She has sacrificed much, but her ambition was to become college bred and no denial seemed to her too great if through it she might attain this height. But you can match her ambition with that of the young Polish woman, now a trained nurse and a member of the public school nursing force in one of our large cities. Coming to this country at fourteen, she went to work as a shop girl at five dollars a week, turning into the family exchequer that first year every cent of her scanty wage except enough for car fare. She had no new clothes, no luxuries —hardly any comforts. But she did have an unappeasable ambition. The next year her salary

raised a bit. After four or five years other members of the family joined the wage earning group and the entire financial responsibility no longer fell on her and a brother. From year to year she saved a little. She went to night school. She took correspondence courses. The Young Women's Christian Association became interested in her and helped her to further training. She completed this training with honors. She is an excellent nurse. She draws a good salary. She is doing a needed and effective piece of work. Who can exceed that ambition in a four years' course in any one of our luxurious colleges today? There are, we are glad to recognize, many college girls who pursue well-defined and splendid ambitions not alone for the things of the world, but for the finer ideals which college implants in them. But dancing along beside them comes the other girl who elected all the easy courses in college, who took French because she liked the French teacher, and economics because her roommate was taking it, and it was so pleasant for them to go to class together—the girl who went to college because the other girls in the preparatory school did so, because she lived in a college town, and it seemed the only thing to do, because her parents decided it for her. She is the girl whose lack of ambition brings down the general average of the college product.

Now all these qualities of the college girl are, in general, the direct product of her college training, of the mental drill which she has had, and they are factors in the efficiency which she is to develop. They combine to furnish one reason why so many people will spend time in teaching her the rudiments of a profession or will tolerate her vagaries, since they can see the possibilities in this potentially profitable prodigy. But while college gives her a large promissory note, it also allows her to leave without having certain things which it might have given her, and it is also responsible for her acquisition of other less lovely attributes which must be carefully weeded out before she becomes finally effective.

Among the omissions which college has made in educating this girl is one which is serious enough for a more lengthy consideration, as it signifies a lack which calls forth a large amount of the caustic comment upon the inefficiency of the college graduate. It may be explained in elegantly chosen language, its importance may be disparaged, but there it stands a big bumper in the way of her progress—her inaccurate methods of thought. She may be a brilliant thinker, but rarely is she an accurate one. Her mind works too often in slipshod fashion. Perhaps it focuses, perhaps it does not. Her college training is directly responsible for this.

Speaking specifically the undue emphasis placed upon the lecture system today may be charged with a large amount of the inaccurate careless thinking of which our college product is guilty. Here is one of the ways it operates. A lovely spring day tempts with green campus, blue skies white-flecked with fluffy clouds—and a shining bit of water in the distance. It is a day to feed on honeydew and to dream of all the great deeds to be done in the land of tomorrow. The lecturer's voice drones on. The lecture is not interesting. No one in a professorial chair can achieve perpetual entertainment. What happens? The student looks idly out of the window, the words of the lecturer making no more impression upon the brain centers than does the twitter of the quarrelsome little sparrow spoiling for a fight just outside the window. It is a perfect day for mental idling, and there is no compulsion to do otherwise. It may be long before there is a quiz, or before notebooks are called in, if they ever are, and in the meantime, there is the earnest student down the hall who always takes notes and lends them cheerfully to the mentally impecunious classmate. And this does not happen only in the alluring days of spring. It occurs in the winter, in the fall, whenever something takes the student's attention from the work, whenever her idle fancy tempts to a journey afield, whenever

an out of college problem begs consideration, whenever the memory of a face is over-insistent. What is the result? Shiftless mental habits, lack of concentration, unfocused attention, inaccurate methods of thought. Can we afford it? This mental failing is never seen so pronouncedly in Normal Schools where there is more emphasis on drill and recitation, as in colleges where the lecture system is a short cut to the handling of a large group of students—the misuse of a graduate method in an undergraduate school. Not that the lecture method cannot be used successfully in colleges, but that it is at present used entirely too liberally and to the detriment of students whose lax mental habits are due largely to this system.

Another lack which the college has not corrected and which follows upon the heels of this is the fine indifference of the graduate to detail. She has dealt long with matters of large import, she has been permitted for these lovely large-minded four years to criticize the great of the earth, to concern herself with philosophies and scientific theories. She has had no time for trivialities like handwriting, accuracy in numbers, spelling, a nice use of English and like insignificant details. They are far indeed from her ken. This is no plea for the introduction of secondary school subjects into the colleges, neither is it a word in favor of greater

accentuation upon these primary points; but it is an earnest urge that the proper mental attitude may be created in the college girl which will result in her further efficiency. Not because she cannot spell or write or figure or speak perfect English is criticism leveled upon her, but because her attitude of mind is such that she deems these inaccuracies of small value, failing entirely to understand their real and psychological significance. The student who has been grounded in science and mathematics is less likely to show this failing; but the girl—and legion is too limited a name for her—who has majored in English and history where there is a tremendous excess of the lecture method and of handling of the subject matter in the bulk, and comparatively little opportunity to develop accuracy and proper appreciation of seeming trifles, suffers much from this failing. This inaccuracy and slovenliness of thought, this disregard of detail, are two of the serious barriers to potential efficiency which the college girl blithely carries out, packed in neatly among her virtues, her sweetness, her charms and her other allurements to offer in the market of the big town. For these failings the colleges of liberal arts must be held responsible.

Another charge which she must face, negative in character, is that she does not stand up well under unpleasant conditions. She is soft-muscled men-

tally and nervously. If a situation proves more difficult than she had expected—if it is less pleasant than she had conceived it to be—her tendency is to leave the thing where she found it, to abandon not only a sinking ship, but even one that makes her seasick, failing to realize that seasickness is sometimes a necessary concomitant of sea legs. This lack of patience and vigor to stand the unpleasant thing is also partly chargeable to the character of her education which began, as far down as the kindergarten, to base itself upon a system of entertainment rather than instruction. When we jumped away in a moment of alarm from the old birch stick and the spelling school, we doubtless executed an admirable gymnastic feat; but when we failed to bring with us the excellent qualities of that old-time education we were less wise than we believed ourselves to be. We left behind us the iron, and the iron is more needed today for a generation that lives soft and sleeps warm than it was for the men of fifty years ago when there were still wildernesses to overcome, hard physical conditions which forced victory, and a country to make. In those days circumstances compelled men and women to be strong. Today, life looks every hour toward ease. We are developing our comforts to a point where we shall soon do nothing but press a push button and have life

brought in to us by a buttoned boy. It is much more needful than it was a generation ago, that we train our young people in rigor and in stability, in strength to meet difficulties and in power to batter down obstacles. Do we do it? We do not. We let our girl play through the kindergarten, amuse herself through the grades with every fancy an errant education can impose upon a breathless teacher; develop herself socially in high school, and then enter college, where, with lectures coming in one ear and class songs in the other, with afternoon teas and two or three dances a week, she can manage to have a very fair time without encountering undue difficulties. Colleges of liberal arts may refuse to train vocationally, but they can never refuse to train mentally.

What are some of the things which the college actually does which decrease this potentiality, at least temporarily? In this field we are hard put to it, not to overcharge the college as an institution and to undercharge society as a corporation. For many of the faults of the college girl, which deter her when she first comes out, and stand in the way of her more immediate success, are those that social conditions, home influences, economic pressure and other outside influences are fostering. Her first, perhaps her chief, trouble is a false idea of herself. We are all in league: society, colleges, families,

friends, churches and magazines to give this girl a totally wrong notion of herself. It is no wonder that she tends to emerge a glorious young egotist, a complacent bit of real cleverness, an honest admirer of the work of the Creator as reflected daily in her mirror. And after encouraging her, what does the world say of her when she comes looking for a place in its big busy institution? It says:

"She wants to know what the title of her position will be, how many hours a day she will have to work, and how many assistants she will have, how soon she will be promoted and what we are going to do for her. It does not occur to her to ask what she can do for us."

This egotism, amusing, though threatening to opportunity, is seldom fatal, and if given time the patient is likely to recover. Occasionally, however, circumstances arise when time is the essence of the contract, and when those not so familiar with the character of the college product overestimate the permanence of this first fledgling pride of spread wings, and grant no opportunity for further test. And the girl has lost a chance which may not recur. Egotism comes partly from youth, but partly also from the college—which should give to its people above all else, the student's turn of mind, the vision of learning, which sees stretching away such limitless fields of knowledge that there is left no room

for pride in small achievements. There is no true scholarship in self-satisfaction. If the colleges of liberal arts are to justify the purely cultural courses as given without any attendant vocational work, they must so succeed in impressing upon their students—and this obligation is no light one—the great dream of the scholar and the topless peaks of wisdom, the never-ending seas of thought in this land of lavish largesse, that no self-complacent young person will emerge to elicit uncouth comment upon the academic training and its results. This in general the college is not successful in accomplishing, and so has failed to push the potential efficiency of its product to par.

Closely connected with this wrong psychology concerning her own status is her twisted sense of financial values. It is not always because of an actual need of the money itself that she attaches an undue value to salaries; but because she feels that the importance of her position, her estimate in the eyes of the world, is dependent upon the size of her monthly check. Who is to blame that she measures the worth of a position more by the salary stipulated than by the opportunity it offers for either service or growth? Is this the fault of society or of the college? Each must share the blame: society, because it is the offspring of a commercial, money-worshiping age; the college, because it has

permitted the taint of financial fever to creep into academic circles—because it has not kept its temple of learning unpolluted.

A potential working efficiency, but one capable of further development, is then the contribution of the college of liberal arts to the economic value of its students. This economic contribution has nothing to do with the spiritual and mental gifts which the college bestows upon its offspring, except in so far as these contribute indirectly to the definite economic value itself. Now, does the college of liberal arts owe anything further to its students than this potential efficiency with which it garbs them? Can it consistently introduce vocational courses without surrendering its cultural ideals; or will there remain always a place for the purely cultural college? As balancing these queries it might not be amiss to examine the vocational schools themselves to be assured whether or not all culture vanishes with the acquisition of the practical. Here at once the word war begins anew. For as gospel to one group and anathema to the other comes now the word "culture" quite as difficult of a peaceable definition as was "efficiency." What is culture? No other word within the days which we can remember has been more of a fetish and more of a farce. It is the fashion to deprecate its passing on the one hand, and on the other, to

lament its restrictions and the growth of merely one of its phases. As you live East or West so you rate it as a word, even though your fundamental conceptions of its spirit may be identical. It may be that the old idea which admitted but few people as fitted for the assimilation of culture is passing. It may be on the other hand that the new school—clamoring at our gates for the admission into our academic curriculum of everything from typing to laundering—is a direct menace to the ideals of higher education. But none of these speculations are of any direct assistance in obtaining a working definition of the word in dispute.

As a basic point, it might be admitted that culture is not an externality which can be inlaid like lovely woods in a table top. Neither is it a quality of either heart or mind which can be achieved in four years. It is idle to talk of culture being attained by any kind of a college course. Every one familiar with the long lines of students as they come and go, knows that the girl who entered college with culture, passed out a cultivated woman; while the one who entered without it, passed out uncultivated, in spite of learning, and in spite of certain externalities which she may have achieved. To be sure her children may be more cultivated because of those four years, but they would be in a direct line of mental evolution

whether her course was classical or vocational. And when the future generation has to be called upon to prove the accession of culture through an educational system, that merely proves the contention that culture is a matter of slow growth, of inherited tendencies and of early and long environment. Again, culture is not dependent upon subject matter, though here is the point of departure among many educators. One woman of note in the educational world says she would much rather attempt to increase a girl's cultural status through the study of Greek, than through that of any modern language. But others, living in the academic atmosphere, claim that culture may as easily be stimulated through a study of economics and sociology, as through Greek or literature. And yet again to complete a partial list of negatives: culture, like genius, is not necessarily limited to the dead. Occasionally we recognize a genius while he yet lives among us. That we do this so seldom is not because genius sprouts only from a dead body, but because of our own deficient vision. Similarly, matters pertaining to the world today may be as truly cultural as those belonging to past ages from which "we may seem the more readily to derive culture because of the mass of tradition surrounding them, making their assimilation the easier." If one may add to the old accepted definition that

"culture is the best that has been thought and said," the phrase "and done," then there would be no serious break in the definition of the word as accepted by both the vocational schools and the colleges of liberal arts. It is an old belief that theory and practice should go hand in hand. From Pestalozzi to Charles W. Eliot passes the belief, expressed by the one in the following trenchant sentence: "It has become indisputably clear to me, how much more truly a person is molded through that which he does than through that which he hears. In the education of people, serious and severe training for a lifework must necessarily precede all word instruction." And by the other thus: "It is high time that our teachers and leaders of the people understand that every civilized being gets a larger part of his life training in the occupation through which he earns his livelihood, and that his schooling in youth should invariably be directed to prepare him in the best way for the best permanent occupation for which he is capable. In other words the motive of the life-career should be brought into play as early and as fully as possible."

It is of interest to note that the vocational question was forced upon the attention of our educational system from both ends, from the kindergarten with its introduction of hand work, and from

the colleges of liberal arts and the universities with their reaction from the dominance of the classics. It is not entirely without significance that this demand has come from within the schools themselves, and not as a result of worldly and materialist needs intruded upon the academic group by the insistent outsider. As a result vocational courses in other guises walk unmolested, sometimes unrecognized, in the sanctums of the academically elect. There is not a college of liberal arts today in which one cannot discover at least the beginning of some vocational course, and in many they are well established. At Z— College a practical course in landscape gardening offers a utilitarian training. At Y— College the training in physical culture is not surpassed by any vocational or professional school in the country; while practical art courses swell the growth of the gentile. At X— College the teachers' course is almost purely vocational, and so going backward through the other letters of the alphabet. And yet no one of these colleges, devoted honestly as they are to the best ideals of a broad and so-called "higher" education, has thus far complained of any diminution in its cultural product because of the existence of these courses.

Indeed this diminution of culture with the acquisition of the practical is rather a boomerang of a subject. Two of our institutions of learning for

men, which are supposed to turn out as highly cultivated a type of gentleman as this country boasts, are absolutely and unquestionably vocational—West Point and Annapolis.

The order of the new education tends to develop the power to do, together with the power to think—the ability to perform, together with the ability to know and to speculate. Whether or not this new order, springing from the insistent spirit of the times is one to be fought or followed is not easy to predict. New ideals are still nebulous. New theories are still untried. Just how much in the way of immediate economic value the student has a right to expect of a college course may be a question. Just how much she receives is not so difficult to determine. The interesting speculation is, how much further will the colleges of liberal arts concede the right of a graduate to a training which functions more speedily than that which she now receives; and, on the other hand, how much higher a value will the outside world come to place upon the potentialities of the college product—the potentialities which, without the change of a hair-breadth in the established curriculum of a college, could still be increased materially.

The time-spirit crowds. It must soon either be recognized or be disowned. But its most menacing tendency, in this year of our Lord 1917, is not the

danger of lowering educational standards, by the introduction of vocational courses; but is, instead, the threatened loss of freedom of thought and ideals, through the worship of idols of silver and of gold.

CHAPTER III

THE PROBLEM OF THE COLLEGE GIRL

THE problem of the college girl differs with her various circumstances. It partakes in part of the sex problem—faced by all women—the problem of economic inequalities, legal limitations, underpay and, still more serious in its results, individual inefficiency caused by lack of education and by the short working life of the average woman. It has also special puzzles which are peculiar to the college girl. Although those conditions which disturb all women are a part of her problem she is not so much affected by them as by those that arise exclusively in her own world. For the college girl is not so much interested in the world at large as she is in the college, not so eager over the problem of the economic situation as over that of class affairs, not so concerned for women as for herself.

The first task, which she finds most difficult, is how to prove to the outside world the value of her college training. The second is how to adapt herself to the ways and the standards of non-academic life. Baffled by both of these problems, she re-

treats naturally to a profession wherein the value of her college training is at once recognized and where she remains in large measure in the same academic routine as that which has outlined her last four years. She thus avoids, by entering the profession of teaching, the solution of these harassing questions. Other times she marries before she really intended to because, as one girl put it, "she knows she will marry some day, and there isn't anything else to do, so she says to herself, 'sometime I'll marry, then why not now.' And it's done."

It is natural that she should seek to justify her college training in the eyes of the world, and more especially in the eyes of that most critical of all groups, her own family. She wants to "show them." She has a legitimate ambition to make her college training function. Sometimes she has a financial need which makes the realization of this ambition imperative. She realizes all the fine nuances of her cultural acquisitions, she has a sense of what some of her mental training has really meant to her, but she does want to use it in such a way that its value will not only be productive but visible. It is quite understandable, this little vanity of youth. There would be but little accomplished if no one was permitted to show the results of his labors. The college girl believes that by

their fruits ye shall know them, and she wants very much to pick some golden apples from this tree of knowledge and to bring them back in triumph, so that the home town and the family will be compelled to recognize the accomplishment of these four years.

A senior at a state university of high rank said, toward the close of the year:

"I wish there was something I could do next year besides teach. I don't want to teach, but I don't know anything else I can do. And I'll go home and every one will say: 'Here's Isabel been at college for four years and what can she do—nothing.' Of course I realize that I have gained a lot, but I wish I had some concrete way of showing it."

And a classmate of hers, listening to this futile wish, added:

"You'll do what a lot of the girls do, Isabel. You'll marry just because you don't know what else to do."

It seemed to me, when I heard the conversation, that these girls were unnecessarily resourceless and light minded. It did not seem to me that girls in my decade married for such a reason. And then only a few weeks later I lunched with a young girl of singularly fine mind and high aspirations. She was telling of a friend who had been out of college a couple of years and who had just

broken her engagement, and my young *vis-a-vis* finished her story by saying:

"I was so relieved when she broke it, for she was engaged to him only because she was disappointed and unhappy about her work, and didn't know what else to do."

There again was that recurrent phrase, "didn't know what else to do."

"How was she disappointed about her work?" I asked.

"Her father wouldn't let her take further training after she graduated from college," vouchsafed my informant. "You see when she finished college she wasn't prepared to do anything and she was very anxious to go into this profession which required more training. But her family thought that she had been away at college for four years and that was long enough, and they wouldn't let her. She hadn't anything to do, she wasn't fitted for anything she wanted, and just out of *ennui* and desperation she engaged herself to this man."

Here is another case more or less typical. Ellen Warner entered college from a small city of the Middle West where her father was a prosperous business man—the kind who let his daughter go to college because she and her mother decided it, but who prided himself on the fact that he would leave enough money so that none of his girls would ever

have to work. Ellen had been prepared in high school. It was a good high school so far as actual preparation went and Ellen had chosen the college from which the attractive young history teacher had come. Her first year in college she took the required work and elected French because she expected to go abroad and wanted to speak the language, and history because she had already decided upon that as her major. Her sophomore year she commenced to get her science requirements out of the way. Her junior year she pushed her history major and her English minor and took some psychology in which she was interested and another objectionable science. It was not until the close of her senior year that there came an awakening in the college as to the necessity of a choice of occupation for all women. A course in economics had awakened Ellen, and outside speakers and other events had made her realize the futility of education without action. No one talked to her very definitely about what she was to do, and she had a vague idea that she would go out and do some large interesting thing. In her city a college education was still considered quite an achievement for a girl, and the world seemed so full of enjoyable opportunities, and the ringing demand for college workers seemed to Ellen to be sounding so loud that such a thing as special training did not occur to her. She knew

that doctors and lawyers had to have special work for several years, but she had a general idea that for the sort of work she wanted to do, though as yet she did not know just what it was, a college education would be sufficient preparation. She took her degree in June, still filled with a vague enthusiasm and a still more vague ambition. None of the college faculty had asked her what she intended to do. She had heard generalizations concerning women's opportunities and what was expected of a college girl; but nothing definite had come to her ears. It was not strange that she imagined that the magic of a college degree would fill in all the demands made for trained employees.

When she came home after that exultant finish, life dropped a little. The world does seem very dull after the excitement of college. People *en masse* are very unappreciative and skeptical, non-understanding, too, and Ellen had the same difficulty in trying to adjust herself to life that many a girl experiences. She came back to an old life of which she was no longer a part, and she left behind her the life which she had learned to live and which with every fiber of her impressionable, sensitive young nature she had learned to enjoy and to idealize. She cared for her family of course. But to be frank, she was bored. Then she decided that the one thing that would save her from misery was

work, and she decided at once that such should be her future. Her father was averse to it, but was finally won over and Ellen happily set about to take her part in the activities of the world. But there seemed to be little demand for services such as she had to offer, and it was not until she had hunted in vain for several weeks that she realized that she must have special training, and that so far as actual work was concerned, her college training was of no service to her.

With Ellen it was not a matter of money as it was with one of her classmates, who went as far as her senior year with the expectation of teaching, as it was necessary that she make her living, and then after her first two months in pedagogy found that she would never make a teacher. Even she did not realize fully her condition until she was out of college. She came from a family that had saved and helped and scrimped themselves to put this girl through college, believing that when she had a college education she would be a great help in solving the family's financial troubles. She searched diligently for several months after leaving college, trying to find something at which she could earn a decent salary without taking further training, and finally in the middle of the year she retraced her steps, sought, obtained and accepted a teaching position. She made a poor teacher and was not re-

elected. If she had known at the beginning of her college course that a training in liberal arts was not a training in the fine art of making a living, much waste might have been avoided.

It is indeed a problem for the college girl, how to make herself efficient upon leaving college, to justify, in the eyes of the onlookers, this precious training, to utilize it financially if need be, and, not less than this, to readjust herself to life, so that she comes back into it gladly.

One difficulty with her first problem is that she does not recognize it until so late in her college course that she is able to do but little if anything toward its solution. It may dawn upon her in her junior, possibly not until her senior year, that this education is theoretical, not Spencerian in character. If she could realize this, as early as the beginning or even the end of her sophomore year, she might then in some measure overcome its menaces. She would at least have the advantage of being forearmed. It is unfair to permit her to believe that a college education is the highroad to all success and then to find that it is merely a woodroad with a corduroy bed. She is entitled, at least, to exact and definite knowledge as to what she must bring into the world in order that she may be of financial value, and as to the place which her college education holds in this accumulation of facts,

training and inspiration. She has a right to know of the opportunities for women, how they are attained and the place and worth of a college education. Such knowledge will not belittle the education which has been given her. Indeed if it does, it is time such a shrinking process should take place. Rather should it make her appreciate the importance of the background which she is weaving and the value which it will be to her in her own relations to life and its variable affairs.

In addition to the fact that college does not always coöperate with her by giving her training which will fit her to make her education track with life, she is further handicapped by lack of coöperation from her family. A father who would not think of refusing to train his son for a chosen profession or business, and with whom the matter of money is not important, will again and again refuse his daughter supplementary college training, arguing: first, that she has been away from home for four years and that he and her mother would like to have her with them; second, that she has all the education she needs; and third, that anyway she will never have to make her own living, because he has plenty for her and for all his daughters. Custom does not justify a girl in stalking off after her own career while weeping relatives mourn in her train; and the temperament of a woman is not such

that she can enjoy independence or efficiency when gained at such a watery expense. It is not only the parental *commandant* who thus thwarts her. It is quite as often the socially ambitious mother, and also the one who naturally enough wants to have her daughter at home. Brothers who leave home immediately after receiving their post-college technical training, because better opportunity offers elsewhere, make it more difficult for the remaining daughter to do likewise. Kind neighbors help to build barriers.

"It is so delightful for your parents to have you at home again. I think your mother looks years younger since you came back."

No girl is proof against that lure. There is no additional training to be secured in that little city in which she lives. She remains at home. She continues untrained, unemployed. Eventually she marries. It is to be hoped that it is not always because "she does not know what else to do."

Another difficulty which besets her when she leaves college is the living standards which she has acquired and which people expect her to maintain. A man can start at the bottom of the scale and work his way up more easily, because he does not need, or rather does not seem to need, the same sort of living standards which a girl demands and which society demands for her. Men may economize in

many ways in their living, ways which at present it is impossible for a girl to emulate. She may not, for instance, live with impunity in certain quarters of a city where men may live without any questions being raised. She must be more particular as to locality and also as to the very comforts of life. Her wardrobe in itself is an expense-producing item, beside which that of a man seems but one of the incidentals of living. These things combine to make it more difficult for her to begin at the bottom, which is after all the place where she must start when she is inexperienced and untrained.

The question of an immediate need of finances following the college course forces many a girl into an uncongenial occupation for which she is not fitted. She is likely to look upon her education as a family investment and to take upon herself responsibilities. Further, if she has incurred indebtedness in order to complete her college course, her first thought is to accept the position which will at once pay her the most money so that she can meet this obligation. She does not stop to consider that her ultimate worth would be more and her debt paid almost as soon if she would go more slowly and would become established in the vocation for which she was the best fitted.

All these things though are material, and after all it is because of the immaterial difficulties that

the college girl's greatest problems arise. Life has been so kind to her those four years, she has been so successful, so admired, the hard things have slipped by so easily, that it is not fantastic to speak of her difficulties in readjusting herself to life. One of the barriers which constitutes with her an inescapable problem is her desire to do "something interesting." That is the way she phrases it. She is not so anxious to do something useful, something constructive, something difficult, as something "interesting." What sort of a comment does this elicit upon an educational system which sends out its representatives seeking epicurean satisfaction? Surely it is as far as to a certain Irish place of high renown, to come from the early college women, aflame with a zeal for service and learning, to many of the today-graduates, whose one demand of their work is that it shall interest them. Had one time, it might be interesting to trace this tendency back into the kindergartens, where the play instinct—a natural and permissible one—was so over-worked that no duty, which could not be translated into play terms, was enforced. To make a difficult piece of work interesting perforce, or to go through with an undertaking even if dull and tedious, seems to be but small part of the philosophy of many a girl who looks around blithely for the "interesting" job, which she is in no wise qualified to fill. The

education which life gives does not lay so much emphasis upon the necessity of "interesting" the pupil as does modern pedagogy. Indeed the former school is singularly indifferent in that respect. It assigns its lessons, it gives its lectures. It demands results whether you were absent or not, whether a football game was in progress or not, whether you were "interested" or not. It would seem that those lesser universities, knowing that all their students would be required to do graduate work in this large university of life, and knowing too its drastic demands, would prepare their students in some degree to meet these demands. A secondary school which so disregarded the entrance requirements of a higher institution would soon be outclassed and disqualified. Perhaps the schools however are not so much to blame. Perhaps it is the home. Perhaps it is the tendency of the day—this day so avid of pleasure, so intolerant of pain.

Hardest of all for the college girl to surmount is the tendency of this new outside world to lay stress on the concrete, and to place importance on the things of today. Modern college education, especially in the colleges of liberal arts, is theoretical to a degree, concerned as much with the things of the past as with those of the present; a little inclined, in fact, to doubt values until they have been proved by centuries. Such is not the attitude of

the world today. If it is anything it is modern. Its catchword is now. Its vision is myopic. It cares less for ancestors than for posterity. It disclaims the classics for the daily papers. It wants all of its theories expressed in obvious results. It eats its pie hot and discounts its next year's salary. It is not such a world as is contemplated in scholastic haunts. And yet in order to make such a world possible, in order to keep up any of its ideals, to hold aloft any of its wavering standards, there must be yearly this influx of young idealists. Some of the diamond dust will be rubbed from their wings after a few summers of wind and dust, but there will remain a perpetuity, even if in small form, of their ideals and their dreams. Their adjustment would not be so difficult did they but understand better the thing that was before them, if they only had something of concrete appreciable value to bring with them, so that they might be happily active immediately in this new and yet old world.

There are very definite remedies for these pathological conditions which we find in the college product. They are simple remedies, ready at hand, such as can be administered by any college even without a change in its curriculum. First of all the college must make its students realize the necessity of a choice of occupation. Many a girl who does go to work when she leaves college and eventu-

ally becomes useful has never really made a choice of her vocation. Many girls do not work at all. Some of them turn idly or indifferently, occasionally with real regret from the possibilities of employment to content themselves with life in its ease. Others, uninstructed and unlearned, driven by immediate necessity, plunge into whatever occupation lies available before them, totally regardless of their fitness for it, or its future part in their development. And still others, thinking to choose but unknowing, lay their untried hands upon a tool which can never be made effective in their grasp. There are, however, the members of a group, small as yet, but yearly increasing in size who have studied possibilities as they are now open for women, who have sized up their own abilities and their own desires and who choose honestly and wisely.

Of all reasons which make it obligatory that every girl, regardless of her circumstances, should choose an occupation, perhaps the financial reason is the least important. And yet it is doubtless the one reason which is the most readily understood. Every girl coming out of college, whether she be millionaire born or poverty bred, must choose an occupation as a financial protection. Nothing in the world today is so changeful as financial standings. A man may be a millionaire today and not

be able to start a savings account tomorrow. A hopeful and very masculine father may say confidently and honestly that his daughter need never make her own living; but that will not deter the economic forces if he chances to stand in their way. It will not prevent their wheels from leaving him crushed in the road, his family penniless. No man today, who studies conditions with any intelligence, can honestly say that he knows that his daughter need never make her own way. He does not know it. There is no financial security today for any one, except the trained ability to make a living. And that training every son and daughter has a right to achieve.

It is no longer a simple thing for an untrained woman by virtue of the kindness of her friends, her social prestige or her personal charm, to secure a well-paying position. Once it was that if a woman gently bred and nurtured was suddenly found to be penniless in her middle years, friends would secure for her some pleasantly lucrative easy berth. Now that is rarely possible. Competition is too vigorous. Even the woods are full of men and women with trained brains. They are no longer a novelty. Money is paid for value given, and full value is demanded. Only by the intelligent choice of an occupation and the proper preparation for it can a girl feel assured as to her financial future. Not even

the probability of an early and prosperous marriage can release her from this necessity. The man whom she marries may not have rising fortunes. She may after a few years find herself, as have many women, alone and with children dependent upon her. A large percentage of women workers in this country are either married women or widows. Neither a wealthy father nor a desirable fiancé can constitute a financial security comparable to the proper preparation for a vocation. And yet this financial side is the least important when considering the reasons which make it incumbent upon girls to choose and train for an occupation.

Far more compelling than any material impulse can be is that from within—the urge to accomplish, to express, to create. It is this that makes great deeds, big lives and world movements. It is not to be denied. The only way in which the fullest development can be reached, in which education can be completed by being transformed into something motor, active, beneficent, is by expressing it in the deliberate activities of life. A college education is a splendid foundation. It is a start with a bonus. But it needs rounding, developing, completing. The girl who wants to make this education count in big figures of black must translate this subjective training into objective vitality.

She must make her education track with life. There is but little justification for an education that is passive, clothed with receptivity, nurtured on an ingrowing culture. The justification of education is its results, not measured by financial returns, by hours of work, honors achieved or a materialistic product; but results as shown by finer living, a more highly socialized conscience and a vital return to the world for its contribution to the individual. The college girl cannot make this return except by a definite contribution—herself in action. Psychologically it is harmful for emotions not to be followed by their logically resultant actions. Economically and educationally it is equally harmful for trained thought not to be followed by expression.

No one looks today with much respect upon the rich man's son who does not work for his living. The remittance man is not held in high esteem. It will not be long until we shall look with the same disfavor upon the idle daughter of a rich father. She too must become economically independent if she is to retain the respect of the world. Happily it is seldom that the college girl tends not to play fair with life. She is inclined to follow up her training with activity. She wants to be a factor in the making of things. She wants to utilize this somewhat intangible thing which her four years

of happy seclusion have given her. More often her difficulty lies not so much with her own intent as with the desires of her family, fond in their most kindly way, well intentioned and selfishly lavish.

A girl from one of the five great eastern colleges for women, came one early summer day to a vocational bureau for college women. She was a wealthy girl, just "out" in society, charming, well bred, gently nurtured. She was a thinker too. Such a thing as working for money had seemed to her family and her social circle quite a thing to be avoided unless an unkind fate made it a financial necessity. Then society and what it had to offer began to pall upon this girl. The need for a real self-expression was growing and she decided that she wanted to go to work.

"I would like to go to work right away," she said. "I would have to do something in the writing line, because I am trained for nothing else. I majored in English in college. The trouble is I can give only a few hours a day to the work. There are many demands upon me at home that I cannot avoid."

She went away a little discouraged when told that there was no demand for part time people who were inexperienced in the writing field. Two months later she returned to action.

"My mother is away for the summer now," she

vouchsafed with a kindly but understanding little smile, "and so I can work all day for the next two months, because I am going to stay in town."

It was hard to tell her that she could not be sent out for a position because no one wanted an untrained worker who would stay for only two months. And again she went away sorrowful for she was very rich. Scarce had two more months whirled by when she was back again. She had good stuff in her, that girl.

"I must go to work," she said this time with finality. "And I will work full time and I will stay by it, if I can only find something to do." She had come to realize the necessity within herself of some consummation of what she had acquired. She proved to be an able worker in editorial fields.

After realizing the necessity of choosing an occupation, the next step facing the college girl is choice. Here she is governed by two factors: ability and desire. The most wonderful achievement of life is to find the ideal vocation. It is also one of the rarest of accomplishments. Some people happily blunder into it. Some are so gifted that their paths are radiantly clear from the time they first open untried eyes upon a world of promises. But the average person not notably gifted, not a blind stumbler along dark paths has difficulty in deciding just where his lines are to fall. The two

things that determine the ideal vocation are desire, and ability. The desire, the call of the gods! The ability to perform, the thongs that bind us to earth! But here we are. We may soar in mind but we must keep our feet on the ground. And so while impelling desire should be ideally the determining factor in the choice of an occupation, yet it must be modified always by the physical, material, earthly limitations of the individual. After a girl has run over in her mind the things which she really wants to do, the next step is to make a list of those she knows she has the ability to do. From each list may be checked off the subject that does not appear in the other, until she finds the occupation which fills both requirements.

This choice of occupation, if possible, should be made by the close of the sophomore year or the beginning of the junior year, so that the student may still have the opportunity, even though no vocational courses are given in the college, to correlate her work to some extent with the demands of her profession. To attempt a choice before that time is futile and unwise, because a girl just entering college or in her sophomore year hardly has the background to choose wisely, and her schedule of work ought not to be governed in any degree those first two years by the thought of after college employment. If however, the work in those first years is

made broadly cultural, and that of the last two gauged somewhat by her future occupation, she will come out from college with more mental determination, less of a lost feeling and free from that demon of futility which now haunts many a diploma holder.

It is probable that as more attention is given to occupations for women, the necessity of choice and the required preparation, that there will be an increased interest taken by the college itself in the relation of the college course to after activities. Here will be one of the places where the vocational adviser must hang like a balance wheel between the perfectly natural tendency of each department to influence students in that direction and the encouraging of the natural aptitudes of the individual.

The woman graduate from the college of liberal arts must also have knowledge of the fact that, if she does not intend to teach, she must after leaving college either enter some profession where she can begin work as an apprentice or else must take additional training. It should be one of the functions of the college to direct her to the most desirable place where a girl of her type can receive the training she desires.

It speaks well for the college girl that she recognizes this problem, that she desires to connect herself actually with life, to be one of the agents operating for its benefit. It will speak well for the college if

that institution will be interested in helping in this solution, if it will see in this query of its own students a legitimate demand which it must answer. The existence of the problem is an honor. The failure to solve it will be a dishonor. The college cannot conscientiously send out its students without a compass into an uncharted sea.

CHAPTER IV

THE PROBLEM OF THE VOCATIONAL ADVISER

THERE she stands before you—your problem. What have you and the college done with her? How will you solve this intricate, fascinating, changeable young puzzle; this kaleidoscope of talents, temperament and whims; this book written in the jargon of learning and street boy talk, this jungle of primitive emotions and blazingly brilliant flowers of fragile delicacy; this potpourri of egoism and altruism, idealism and the materialistic reaching out for the big salary grab; this fusion point of the academic and its expression in life; this lovely, disagreeable, wayward, docile, ambitious, contented, young thing—this girl whom you have helped to make?

Do the obligations of a vocational adviser cease when a girl has been satisfactorily placed in a position for which she has been trained? Is her work limited to helping this young thing, so inexpert in the matters of life to make a desirable professional or business connection? Or rather, though hundreds of girls have been well established in the best

possible lines of work, though they have been trained to a point of proficiency, yet is it not true that the vocational adviser has not touched even the edges of her job if those girls have not gone to work with the psychological attitude of the student and the apprentice, and the knowledge that it is not their own little individual positions that are of importance, but the part which they will play in all work being done by women?

The term "vocational guidance" has been both a bugaboo and an ideal. It has been most unsatisfactory in that it assumes by its very phraseology something which one person cannot and should not do for an adult. For in the strict sense of the word it is not a matter of guidance which should be attempted. This unfortunate choice of terms is due to the fact that the first efforts in these lines were made in the grades where it was distinctly a matter of guidance because only immature young people were concerned. To present to these boys and girls merely a view of possibilities of work or even to add to their self-knowledge would not be sufficient. An absolute guidance was needed to keep them in school, and if this proved impossible then to place them in positions where they might receive training in skill, where their work would be done under proper sanitary conditions, where they would be protected against blind alley jobs, where they could be helped

to discover their best ability and where they would find some future beyond the minimum wage.

But when the vocational problems came to concern that more mature young person the college student and graduate, the term became impossible. The word "guidance" gave way to "advice." There was no longer a "vocational guide," but instead a "vocational adviser." These terms are new, yet the task itself is not altogether a strange one. There is really nothing new in vocational direction, nothing mysterious or complex about it. Every good teacher from those in sod houses up to those in vine clad universities has been, whether knowingly or not, a vocational adviser. How many a latent talent or cherished and hidden taste was brought to light and developed by help of the person behind the desk? How many a country boy had his first professional impulse from the teacher who "boarded 'round" while teaching the winter term? It has been a misfortune to this newly diagnosed need that it seems to add a new load to an already heavily burdened curriculum. This is false reasoning. The work of physicians was not made heavier when appendicitis was properly diagnosed and renamed. It had existed for many years and imperfectly understood and treated had put away neatly under ground hundreds of people whose death certificates read "typhoid fever" or "in-

flammation." The fact is, we have just begun to diagnose some of the diseases of society and of our school system; and vocational education, adjustment and advice are merely means by which old and long standing troubles may be more surely and safely treated.

By vocational guidance or advice is meant placing before the student a comprehensive—broad rather than deep—knowledge of what is offered in various fields of employment. To this knowledge must be added her own understanding of herself. After the girl has learned something of various fields of work, what they demand in the way of training and personality, and after she has studied herself thoroughly enough to know where she may do good work, the next step is to bring into conjunction these two items and show her how she can receive the necessary training for a successful entrance into the grand parade of life.

Such in brief is the pleasure not the task of the vocational adviser, and this problem which seems so simple that it can be stated in a few words, is assuming large proportions. The demand for a separate official to be known as vocational adviser came when, following the vocational movements in the grades and high schools, the colleges appeared as unexpected Macedonias. This was a surprise, for hitherto there had been little question as to the valu-

able and indisputable perfection of the college course and its products. It had been taken for granted that when a girl completed such training she was prepared to support herself. It was the college girls themselves who first brought the other side of the case to the attention of the colleges and the public. Through their alumnæ their need became vocal and the Association of Collegiate Alumnæ was the first organization to appoint a vocational committee whose duty it was to look into the matter of occupations, other than teaching, for college women.

It was natural that the problem should have appeared in this form. For decades, the working college graduate who did not teach was unusual. Teaching was the one really respectable pursuit in which a girl might be supposed to justify her academic years. And what was the result? With a college education came a quickened desire on the part of the girl for self-expression, a keener impetus to get into the world and make her education prove itself. With only a limited number of fields open to her, and with public opinion favoring but one of these fields, it was natural that she should go in large numbers, regardless of her fitness, into the field most readily accessible. And she went. The girl who would have made an admirable business woman was a failure teaching Latin in the high

schools; and the young woman who had it in her to become a great social worker, to write copy in a newspaper office or pour colored mixtures in and out of bottles in laboratories, labored hard, wearily and often to the discomfiture of both herself and her pupils, trying to teach when it had never been written in the clouds that that should be her way of making life function. Not a few of them, too, broke down physically under an unhappy strain. For it is a well-accepted fact that a physical breakdown often follows upon the pursuit of an unhappily chosen occupation.

When it was finally accepted that other fields were as legitimate for the college woman as that of teaching, and that the colleges of liberal arts failed to give training for any such work, then the college girl, finding herself without occupation and without opportunity or training, demanded the services of the vocational adviser. In one form or another she is appearing in practically all colleges and universities. Only last spring, the magazine published by the Alumni Council of the University of Chicago announced the result of a questionnaire sent to 1,356 men and women undergraduates of both the junior and senior colleges, asking if they had decided upon an occupation. Out of the 958 who answered, 294 were going into the teaching field, 150 into law, 102 into business, 94 medicine, 59 journalism, 43 chem-

istry, 21 advertising, 16 secretarial, 15 ministry, 12 geology, 11 engineering, 4 acting, 4 interior decorating, while the remainder were divided among some twenty-five occupations. "A perusal of this record," comments the magazine, "has led some, at least, to believe that what is wanted at the University is vocational guidance. Teaching is the vocation of the drifter. These students are not informed concerning their chances in life. They do not know what the various professions and various businesses need in quality and offer in return."

In a number of institutions the office of vocational adviser is coincident with that of the dean of women. In others it is combined with a teaching or executive position, and in a few cases a separate office has been established known as "vocational adviser" or as "adviser to women." The status in different institutions is as varying as are the institutions themselves, and as has been the office of the dean of women. Owing to the efforts made recently to secure more official recognition of the worth of the latter office, a large number of colleges and universities have accorded to their deans of women the rank of full professors, and where this office also carries with it the work of the vocational adviser, that office then becomes no less honored. Where however her vocational duties are combined with those of teaching, her status assumes that of her

teaching rank, and where she combines no other function with that of vocational advising, her position is more or less unsettled. In this ambiguous relation she is reminiscent of the college girl who, ungifted, linguistically, translated the touching little anecdote regarding the French peasant who sometimes had bread and sometimes not, by reading, "Sometimes he had a pain and sometimes he had it not."

However, with the increased recognition of the need of vocational advisers, and the development of the work so that it will be more or less impossible to make it a part of the duties of any other teacher or official, the office is bound to assume a dignified status. Such a condition may be as long coming and as difficult of achievement as has been the gaining of recognition for the office of dean; but it is sure to arrive, and its attainment will be significant of the distance which women have been able to cover in the academic field.

The increasing amount of knowledge which the vocational adviser must have at her finger tips will assist materially in gaining recognition for her from an academic viewpoint. A few of the subjects which must be at her momentary command are the following: up-to-date and accurate information concerning vocations for women, the demands and emoluments of these vocations, information concern-

ing present day economic conditions, the training necessary to enter these occupations, where it may be best obtained, a sound psychological background to enable her to judge a girl and her fitness for the occupation which she contemplates and a complete and intelligent familiarity with all college curricula so that they may be considered in their relation to the training which the student desires to obtain.

Margaret E. Schallenberger, Commissioner of Elementary Schools in the Department of Public Instruction, at Sacramento, California, says in speaking of the development of vocational schools:

> The vocational schools, in their turn, inaugurated another departure. It was found not fair to force children into various forms of life activities or even to suggest them too strongly. Therefore was developed vocational guidance. This will mean eventually a better understanding of the laws of heredity, psychology, hygiene, anatomy, physiology and a better understanding of the meaning and function of environment.

Quite an accomplishment, that alone, for a vocational adviser.

Meyer Bloomfield says the vocational adviser must "combine both academic and industrial knowledge. Added to this must be a systematic training in logic and economics, and in such office detail as shall make

it simple for the counselor to handle her abundant material in the most effective fashion."

In brief the vocational adviser must have a background of the best academic training and a foreground of practical knowledge of the world as it actually operates. She must be of the world but not in it. She must know life and understand people. For the demands upon her are many and will increase. At present they are confined largely to those made by the girls themselves, sometimes by their parents or guardians; but soon she will have to deal with employers, and with faculty powers who will need her judgment as to the arrangement and sequence of courses of study. Department heads in universities, where various vocational subjects are being taught, will be in constant communication with her, and far afield at present, hardly above a horizon which is itself gray with indistinct outlines, rises the possibility of the use at some time of standardized vocational tests of a psychological nature.

But today the demand upon the vocational adviser is from the girl herself. Her questions are almost routine, and so elementary that one wonders how they could have so long evaded answer or recognition. Any vocational adviser or dean of women will agree that the following questions occur with the regularity of sun-up:

What can I do besides teach?

I have always thought I would like to write and my teachers have given me a great deal of encouragement. How can I get into the writing field?

What are the prospects for a girl in industrial chemistry?

I want to make my living but my parents think I should come home next year. What can I do with my college education in a small town?

Do you think I would make a good social worker and what further training must I take?

Where can I learn how to be a children's librarian?

What are the opportunities for women in interior decorating, landscape gardening, and in costuming?

The questions are the least of the demands upon the adviser, though they are by far the most vocal. Her greatest need is to meet the problem which the girl herself too often does not recognize, and concerning which she seldom asks—that is the fitness of the individual for the work which she wishes to undertake. It is the divine tendency of disillusioned youth to attack mountains. And it is well that this is so. It is not the function of the vocational adviser in any sense of the word to keep these young feet upon the ground, but it is her function to prevent an economic waste, an unnecessary hurt and a valueless expenditure.

Not long ago a young woman came into a city

office looking for a position as secretary. She said that her stenography was not rapid and that she would have to take a secondary position until she succeeded in getting up some speed. When asked about previous positions she said she had worked as a secretary for only three months. She was a girl of twenty-eight or thirty years, so the next question naturally was: what had she done before taking the secretarial training, and why had she changed from her former occupation. And then the story came out bit by bit. And from it the precept deducts itself. She was from a western state where she had been the successful owner and operator of a photograph gallery. She had taught school. She was fairly well educated—a graduate of a normal school with one or two years in a state university. But she had always wanted to be a musician. She must have been in the church choir at home, and perhaps she sang solos at funerals. Anyway upon the suggestion of too kind friends, she sold her photograph gallery, took all the money she had and came to the city to study voice.

"I worked for three years," she said, "with several teachers before I found one honest enough to tell me the truth—that I hadn't any voice to amount to anything, and that I would never be a singer. Now my money is all gone, and I have to learn another business."

By some one of those inexplicable psychological quirks, which the other person never can explain, the photograph business was as dead to her as was the voice that had never been born. Whether it was because all the results of the one had gone into the vain effort for the other, or because every process in the making of a photograph was connected with the prairie studio dreams of a musical success, no one can say.

Here is an example of what the vocational adviser may help a girl to avoid. But here she needs great knowledge of human nature, insight, tact and a skillfully concealed dominant nature. She walks always between two dangers, either one of which is serious. On the one hand, if she is a woman with a matter-of-fact, impersonal turn of mind, her tendency will be to consider all students as cards in her card catalog. On the other hand if she is imaginative and unpoised in her sympathies, she must guard against a tendency to conduct a "Ruth Ashmore's Side Talks with Girls," to make this matter overly personal, and to encourage the college girl's greatest vice, over-indulgence in introspection. To balance one's self gracefully between these two dangers is no easy acrobatic feat; and to the vocational adviser, more than to any other teacher or official of a college, do these dangers present themselves. For in order to achieve the real object of her work, she

must both card catalog her girls and analyze them sympathetically.

This complex problem involves the choice of a girl's work while in college. It involves her physical and social activities. It necessitates an intimate knowledge of the girl herself. It concerns itself with her home life and her home relations, with her future occupation and welfare, and to every broad vision, it is a factor in the entire sweep of women's activities. Perhaps as this girl chooses today, so shall some socially less favored child profit in the future. As this girl wakes up to her college-bred obligations, so will she make larger possibilities for other women frame themselves into actualities.

The vocational adviser's first step in assuming such an office is to gain, as simply and unnoticeably as possible, the friendship of the girls with whom she has to deal. It is assumed that she has the academic background, and has also made herself familiar with the local conditions of the college and of the surrounding country from which the greater number of her students come. This is most important. It is a great mistake to go before a body of girls in a western state university, in a country where there are few large cities, and talk to them of opportunities for women in cities. It is also a mistake which all of the colleges have not yet been able to rectify to educate the girl on the basis that she will live in

the city, or at any rate will not return to her home. The number of girls who glibly announce that there is no chance to do anything in their home town, attests to the failure of the college to point out in what opportunity exists. The college girl does not necessarily need to return to her home. But the place which she understands the best, where usually she can make the greatest impress, is the section of the country and the cross section of life of which she herself has been a part. The vocational adviser then, if new to the part of the country in which she is working, must familiarize herself with local geographical and economic conditions. Colleges must more and more send their graduates back to the small towns and communities, and less and less to the large cities. And the vocational adviser, skilled in the knowledge of what opportunity means, of what a girl may do in a small town or a rural community, possibilities which the girl has never even projected in her own mind, is surely one of the people to make this possible.

Her first technical aid is her card catalog in which is recorded such advance information concerning each girl entering college, as may be deemed necessary, and such additional information as from time to time may be obtained. The prime need of these cards is simplicity and brevity. Some vocational advisers and deans of women still make it a point

to collect every conceivable item concerning a girl's precollege life from the month in which she had the whooping cough, to the kind of tooth paste which she uses and her principles regarding protective tariff and infant baptism. A great mass of superfluous material thus loads down the vocational adviser's records, and has the further bad result of preventing her from seeing high lights and important facts, swamped as she is with pages of nonpertinent detail. There are really but few facts absolutely necessary to the vocational adviser before making the personal acquaintance of her students. These may be included in the following brief list: name, college address, home address, class, age, major and minor subjects, religion, amusement preferences, vocational preferences, and whether or not the student will find it necessary to help support herself while in college. The card itself should be of a good quality, heavy enough to file and to preserve, and should preferably be filled out by the student herself. There is as much to be learned by the way a girl fills out her card and answers questions, and by the appearance of her card, as can be ascertained through a long series of questions. Information so received is less self-conscious and therefore more dependable than that which comes from answers to stereotyped questions. To be filed with this card, which the student has herself filled

out, should be an additional one, the work of the vocational adviser. This card should be arranged so that it can be added to as occasion requires. Here will be recorded the adviser's personal impressions of the girl, bits of conversation, unexpectedly enlightening, notes on the girl's habits, her manner of dressing, how she acts under certain circumstances and other data all of which will be informing when the question of her vocation comes to be definitely decided. Her record—academic, social and athletic—should also be placed upon this card, and such additional facts as may have been gleaned incidentally—not through formal questioning—regarding her family, her heredity, her home surroundings and, so far as she can tell or surmise, her probable future.

This card catalog which must be rearranged, enlarged or diminished according to the needs and demands of every vocational adviser, must be arranged with a view to simplicity and permanency. It must also be kept under lock and key. The adviser's own cards should be typed if possible as in that way they become a better record for others. The value of such a catalog lies not only in its use to the adviser herself in her dealing with the girls listed in this catalog, but in its after importance when the suitability of girls of certain types is under consideration in regard to occupations. When a sufficiently

large number of cards has been made so that deductions may be safely drawn, there will then be material through which we may study more scientifically and profitably the problem of the college girl and her work in life.

Another aid to the vocational adviser is definite office hours when the girls may come to see her. One difficulty here is that the girl who most needs this help, is often the one who stays away. To capture this young fledgling is then the next question and atop of this comes one of the most important: how to instill into the mind of every girl the absolute necessity from a financial, economic, intellectual, moral and social standpoint, of having an occupation for which she is adequately trained.

These interviews with girls should be as informal as possible, both as to time, place and subject of conversation. The thing above all else to be avoided is the increasing of self-consciousness so that, though unaware of it, the student may mislead the interviewer. The formal interview, when necessary, should include such subjects as health, previous work and education, the way of spending the summers, and to every girl at the right time the question should be put: What would you choose if you could follow exactly the occupation you desire? It is surprising the answers that follow that question, the admission of tastes which are made, and which throw

often an entirely new light upon the psychology of the girl.

In stimulating the students to an appreciation of the necessity of choosing an occupation, and in helping to foster an enthusiasm for work, a student vocational committee and the vocational conference are two very material helps. The former is often a committee appointed by the students themselves either from the student government association or its equivalent in the college, and composed preferably of girls who are not otherwise conspicuous in college life. This committee is supposed to keep up with vocational information and happenings as recorded in current magazines and books, each member being assigned a certain number of magazines for which she is responsible. The committee makes its report at regular times, each member being ready to give either a verbal or a written report of the material which she has found. This will include articles on what women are doing, new laws which concern them, and all phases of vocational work and interest. It should also report on the work being done by other women's organizations such as the Women's Trade Union League, the Consumers' League, the various national and state suffrage associations, the Young Women's Christian Association, and similar organizations. The committee may also be given a large amount of work to

do in connection with the vocational conferences, or the separate vocational talks, whichever is in vogue at that particular college or university.

The vocational conference has several things to commend it, and several which are not so much in its favor. In general, it has been found helpful and effective, though its influence for the first time or two that it is held must be largely inspirational rather than informational. The first conference of this kind held for women was at the University of Wisconsin in 1912. Some of the subjects discussed were social work, opportunities in Young Women's Christian Association work, physical training as a field for women, library prospects and newspaper work. Held in the spring of the year, at a time when the out-of-doors was at its most alluring stage, a little too late for those students who were leaving college that year to derive any benefit from it, and an entirely new venture, a very fair and interesting crowd was nevertheless drawn to the sessions, though attendance was not compulsory. In fact so much of a success was this first conference that it was followed by yearly vocational conferences for the succeeding three years. Other universities and colleges followed this lead. Many of them now hold conferences, yearly. Others prefer the biennial conference, claiming that this gives opportunity twice to each student during her college course to attend

a conference, one while she is yet young and undecided and the other when she is more mature and has supposedly determined the question of her future occupation.

Many college deans and vocational advisers favor either the occasional vocational talk or else a series distributed at regular intervals throughout the year. They believe that in this way the students are less likely to be overwhelmed by an abundance of material or to be carried away by some especially convincing speaker regardless of the topic, or of their own fitness for the pursuit discussed. These opponents of the vocational conference believe it to be too exciting, too inspirational to meet the practical need of college women. On the other hand its upholders claim that in treating many subjects in this way with a large group an enthusiasm for work and for service can be more readily stimulated than in any other way.

Information which the vocational adviser must be able to furnish her students will include: opportunities for women in fields other than teaching; the preparation necessary; the possibilities in the way of salary and advancement; how to get in touch with positions, as through agencies or vocational and college bureaus or offices; sources of information which include the last named sources as well as libraries and a good working bibliography.

The functions of the vocational adviser are social, economic and academic. She must inspire the student with a desire to choose and prepare for some definite work, she must give a realization of the vastness of the field, and of the obligation to have a hand in the increasing of opportunities for all women. She must also be a factor in the modernizing of educational systems, in helping to make them conform to the world of today, while losing nothing of their finest traditions brought from the world of yesterday.

CHAPTER V

THE PSYCHOLOGY OF THE GIRL AS RELATED TO HER OCCUPATION

It has been the fashion, during late years, for all of us laymen to seem to be on the friendliest of terms with the science of psychology. What jealousies have been aroused in its real followers and devotees by our undesirable attentions, what shudders and tremors have swept them to see their subject, after years of study and devotion, tossed about recklessly in our inadept and unscientific hands, how many shocked retreats have been made upon hearing their very language and terminology fluttering from the lips of tyros, it would be perilous to estimate. But it is certain that no other subject of learning has attained such an indiscriminate popularity. This must be charged up, in a certain sense to those psychologists who, while scholars themselves, have not hesitated to popularize their subject at the expense of scientific verities; to translate a pure science into terms of business and commercialism, and to place before the unscientific public as emasculated a product as might be, of their really profound researches.

This has all been more or less flattering to us laymen—this popularizing of a science so that, without effort, we may convince ourselves that we have acquired a neighborly acquaintance. So it is hardly strange that we have come to talk glibly of things psychological and to use the terminology of that science whenever we are face to face with anything having a mental twist. A man does something a little unexpected and straightway comes a puzzled chorus:

"I can't get his psychology."

A woman develops an unlooked-for impulse and a reformer hurls at us:

"Another unexpected development of feminine reactions when provoked by a new set of stimuli," or something equally *mal apropos*. To anything pertaining to mental operations or activities not clearly automatic or reflex, we must link the term psychological else we are outclassed in our vocabulary.

And yet after all, this unscientific use of terms is serving a good purpose in that it is making us all realize more completely the part which mental processes must play in any study of life, and the highly attenuated differentiations which go to make up the varying personalities which we are considering.

Together with this new stress upon the psychol-

ogy of the world as well as of the individual has come an appreciation of the fact that the individual is of more importance than his profession, or the condition with which he is concerned. In point of ethical importance the person must come before his profession, which in its relation to him is only a means of expression, a process through which he maintains a connection with other individuals, other groups, their activities and their needs.

When a consciousness awoke concerning opportunities for women in fields other than teaching, the first step was study of the fields rather than of the individual. We studied opportunities to see if they were suitable for women instead of studying women to see if they were fitted to cope with these opportunities. We observed positions and offered them to girls instead of analyzing the girl and offering her to the position. Our attitude was more one of concern for the profession than for the individual—more regard for the job than for the girl. The term "filling a position" was the common one. Now instead, we speak of "placing a girl." Now the study of opportunities has been so well covered that there is little more to be accomplished in that line. It has been generally conceded that there are no unalterable bars to women wishing to enter almost any business or line of work. The time has

gone by when we had to plead for permission for women to study law, medicine or even theology. Their right to be active in those as in all other professions and their ability to acquire prestige is unquestioned. No hair is turned now even when a woman goes on the police force or becomes an aviator. To open up new fields for women sounds like a most engaging pastime; but the fact is that women have entered practically every field, and the actual extension of those fields will depend from now on directly upon the success of the women operating in them, and indirectly upon the success of vocational workers in studying women so as to place them where their self-expression will be the most complete and unconscious.

That such a movement has been felt in many quarters to be indispensable has been shown by the development of the psychological tests of many kinds, calculated to determine the applicant's suitability for a certain field of work. These tests have been of various kinds—some with the real laboratory method behind them, a truly scientific attempt to measure mental processes; and others but little different from the method of the old traveling phrenologist who stopped at the country schoolhouses to lay hands on all the bumps on the children's heads, and to predict brilliant futures to the satisfaction of jubilant parents. All of these tests, however, have

sought to find out whether the applicant could successfully undertake the position for which he was applying, or in case of some tests of a more fundamental kind to determine, in the absence of choice, for what occupation he was best fitted. One man who has worked with some success in this line says that on following the latter method all one can do is to eliminate the occupations for which the individual is not suited, while other psychologists go further and attempt to pick out the very one in which the candidate can make his greatest success.

A large number of these tests have been worked out to aid employment managers in selecting men to do a certain type of work. Dr. Hugo Münsterburg's work in completing a method for testing motormen and telephone operators is familiar to all students of this psychological legerdemain. Walter Dill Scott of Northwestern University has worked out a series of tests intended to apply chiefly to salesmen, while a large factory down in Indiana only a short time ago employed a vocational "expert" whose method was individual to select all the men for all departments both industrial and clerical.

While methods have varied from what one authority calls vocational sampling to various miscellaneous empirical tests, yet thus far the only method

employed has been that of trial and error. To quote from an interested educator, "they all are but tentative expedients of an exploratory character."

Many employers who have had practical experience with some of these tests claim that the results are satisfactory, and that a larger percentage of desirable applicants have been so secured than would have been possible in any other way. Other employers are still skeptical, and some admit that while the general run of people thus secured is above the average, yet the exceptional man seldom responds well to such a test and, as a result though good average workers are secured, the brilliant ones slip through the net.

As illustrating this point an employment manager tells the following story on himself. He was set the task of selecting suitable salesmen from a large number of applicants. The work had to be done as speedily as possible so the employment manager arranged his offices for quick results and automatic checking. Outside of his private office was a room for his stenographer and still beyond that a waiting room, all so devised that through a series of open doors he could see the candidate as he entered the outside room and observe his bearing and manner while he passed *en route* to the private office. The work went well. In a short time he had chosen

almost the requisite number of men, and he was congratulating himself that his method was perfected. Then one afternoon as he sat in his private office he saw through the path of open doors a new man entering the outer office. Before he could reach the room where the stenographer sat the employment manager had decided against him.

"Well," he said to himself, "there's one man that doesn't get a job. I'm sure of that."

He even planned to himself just how much time he would spend upon this undesirable applicant and had chosen the very words that he would use to indicate a courteous but speedy dismissal. The stoop-shouldered stranger sidled into the stenographer's office in a way that seemed to indicate lack of self-confidence and spoke to the girl without meeting her eye. His appearance lacked neatness, and his hat was pulled down in slouchy fashion over a low forehead. In a moment he was in the office of the employment manager.

"What can I do for you?" asked the latter, that being an easy formula with which to begin an interview which he had already predestined to oblivion.

"I don't know that there is anything special you can do," returned the undesirable stranger. "I was just passing through town and thought I'd look in and meet you. I've heard about your work here.

I am L——, the sales manager of the southern district."

The employment manager was a silent man for a moment. This stranger, this undesirable applicant, was not only a sales manager, but before being promoted to that office had been the most successful salesman in the service of the company.

The most interesting thing thus far in employment tests is that they suggest the realization by scholars and business men of the importance of a thorough understanding of the individual when he is being considered both as an applicant and as a person who must be helped to find his right place in the world. Just how far these scientific and semi-scientific methods will go it is impossible to say. Some of them are interesting only from the laboratory standpoint. Others may possibly be used with success in picking men from a group for a certain type of work, though here, as has been illustrated, arises the danger of selecting only the average product. The great weakness, however, which thus far all of these tests has exposed is that no one of them takes cognizance of the two most important factors from the viewpoint of the individual and the employer. In the first instance no series of tests has been arranged which will touch that indefinable thing which makes every man different from every one else. As long as people are not mere

machines no mechanical series of reactions, however scientifically they may be arranged, can pronounce absolutely upon their possibilities. Such a science can never become authentic until we learn to manufacture human beings in a laboratory, and to breathe the breath of life into them by chemicalization. Given a sufficiently large number of applicants, two would eventually be found who would respond in the same way to the same set of stimuli, and yet these two persons would be entirely different entities. Their reactions might be identical, but the very thing which would make A an individual in his own right and B an equally independent being, might determine either their proficiency under a certain set of circumstances or their different reactions under unknown circumstances. In the second place no series of tests could demonstrate the relation of this man to employers of varying types. X might demonstrate by innumerable tests that he would be an exceptional man in an office but—and this would fail to appear in the record—there might be something in X and something in the man under whom X would be placed that would make their relationship so inharmonious that X would be a failure. The man who is a splendid worker for you may be a poor one for your neighbor. Humanity cannot be standardized. There is too much of the personal, too much of the spiritual which defies tests

and instruments, questionnaires and card catalogs ever to make such a method absolutely trustworthy. The value of this movement is that it has shown the growing recognition of the need of individual attention and psychological recognition, and has also added valuable material for those who are studying and working with young people.

This is, however, a dangerous field for laymen. It is easy to be carried away by a brilliant new idea, easy to be swept off our feet by a seeming panacea for all ills. Mental patent medicines are often confused by the lay mind with the actual prescriptions of authorized physicians, and the cure-all has a strange fascination for even the most intelligent. It is no easy matter for one who has many other duties to become sufficiently skilled as a psychologist to carry on this work professionally, even if one believes it the most fruitful method for arriving at a clear judgment of the candidate and her needs.

Vocational advisers in colleges and universities, in bureaus of occupation and in vocational offices of every kind are speculating as to how far they can employ psychological tests to determine vocational fitness. They have not time to become trained masters of this psychological method even if it should prove to be the best, and neither do they care to be followers of half-tested fads. They have, however, always at their command invaluable material for

any system of trial and error, and that is: the unfailing supply of girls who make up their daily problem. With such a plethora of opportunity they will come to judge the girl quite thoroughly enough for all practical and normal purposes through the application of common sense, a study of humanity and a knowledge of the old time beliefs which people for ages have applied in an effort to estimate each other for certain tasks.

Approached from this angle it is necessary for everyone to work out her own personal method of observation and plan of deduction. One vocational adviser is particularly sensitive to certain sets of stimuli, and reacts immediately to them; while her friends, in an adjoining state, could not obtain any results from that particular method. One person I know would never judge a candidate without shaking hands with her. To another this would seem absolutely foolish. The latter person perhaps places especial stress on the expression of the eye, the play of expression on the face, the way in which it changes as certain appeals are made. Still another pays but little attention to the personal appearance and judges entirely by the replies which the candidate makes to a series of questions, while a fourth relies with great confidence upon what she can deduce from the way a card is filled out by the applicant herself. Now all four of these vocational

advisers would doubtless arrive at the same conclusion regarding the girl whom they had been interviewing, and yet it would be imperative for each to take her own means of approach.

Probably the best results are obtained when all these seemingly small matters are checked and it is noted how one offsets the other. For example, the handshake is most fallible. Many girls without any strength of character shake hands in a forceful fashion, while others with real ability have handshakes that indicate indecision, lack of force and of even potential power. A nervous handclasp is often confused with a forceful one. The impersonal scholar shakes hands like dear old Mr. Wickfield who gave his hand to poor little David Copperfield who took it and then didn't know what to do with it. Sometimes geography is a factor, and girls from a part of the country where handshaking is much in vogue carry out this custom very differently from those who come from a section where it is looked upon as a breach of the finer social amenities.

For those who must rely upon common-sense, experience and the method of trial and error, there is no method more productive of good results than leading a girl to discuss some topic until she is talking freely and without self-consciousness. If one is careful not to direct the train of thought, she will, in such a conversation, disclose many tastes

and traits which she would never have willingly admitted in answer to a question, and for which one might never think of probing. If, on the other hand, she is answering a series of readymade questions she may, quite unconsciously, admit to an interest in some subject which really does not concern her at all, but which, by one of those amazing twists of the mind of a girl, she has convinced herself is of vital importance to her. If a girl is talking freely and of her own volition one can often get a most enlightening glimpse of the workings of that young mind. It may be possible by a few questions, so simple that they will not disturb her train of thought, to get her mental responses, to form an idea of the quickness of her reactions, her logic, her imagination, her nervous energy, her sincerity, her power of application and her personality.

Sometimes there is one particular mental quality which stands out so prominently that it must be taken as a basis for vocational advice. In this connection there comes strikingly before my mind a young college girl whom I interviewed in a western college. She was an attractive girl, but that was not the point that impressed me. She was talented in a diversity of ways, but there are many talented girls. She was alert, high-strung, temperamental, rather egotistical and self-conscious, but none of those qualities impressed me particularly. The

thing that did rivet itself into my attention was her marvelous quality of convincingness. I talked to her or rather she talked to me for about ten minutes. She told me a great many things that, as it happened, I already knew, and a great many more with which I did not agree; but she had a wonderful quality of absolutely convincing her listener of the value of every statement she made. I have never seen anything equal to it except in the case of a skilled jury lawyer and then only when he was on the side with which I was in sympathy. Now all that girl's qualities stood out very clearly after she had talked a few moments. Of course she was of the keenly expressive type, not so difficult to get at as a girl with a different temperament. But one of the interesting points in this interview was that the qualities with which she wished the most to impress me were not those that seemed to me important. I do not imagine she had ever thought much about how convincing she was. She thought she was interesting, and a clever, quick thinker. She meant to impress me with her mental brilliance and her charm of person. The latter was very obvious, but the former was not nearly so immense as she thought or as other people, including members of the faculty, had given her to understand. Her ideas, impressions and beliefs were not original. She did not even word them individually. I could trace almost

every one to its near-by source. But the one quality which should have been especially considered in advising that girl in regard to an occupation, was her ability to convince people of every statement she made. This liberal gift stood out as the one great ornament on the otherwise somewhat intangible flounce of her personality.

There are certain physical traits which we may depend upon with safety, providing we do not fail to check them up one with the other, remembering always that a weak chin may be overcome by a fine forehead, as we have seen more than once in the face of a notable man; and that a rather physical countenance may be redeemed by a willful jaw or imaginative eyes. I was talking one day to a woman who is an eminent psychologist. We happened to be together in a city where a conference of public school music teachers was being held, and I was talking with my friend about some of these physical measurements of mental attributes and asking her if she thought the whole thing quite too unscientific to merit even discussion.

"No indeed," she answered, "for instance look around here: you will see that almost without exception these music teachers have the imaginative eye."

"What is the imaginative eye?" I questioned.

"The imaginative eye?" she responded. "Oh, it

is full, rather large and it never focuses sharply."

I looked around. There they were, coming down in the elevator, dozens of imaginative eyes. They wandered in the lobby quite unfocused, not sure at all of where they were going or what they intended to do next. They sat in the dining room, those imaginative eyes, looking luminously beyond the black waiters, staring big and full out into the land where music rolls.

The eye that focuses sharply is the eye of the critic, the admissible materialist, the person whose thoughts focus sharply. Do not turn here and rend this gentle little statement by saying that you know a mathematician who has the imaginative eye, because everyone knows him. And this merely affords an opportunity of saying that no one can be a true student of higher mathematics who is not highly imaginative. The vocational adviser cannot always relegate to the strictly practical and utilitarian fields the girl who has majored in mathematics.

If interested in hands, one can discover much that a girl herself leaves untold by this interesting member. Superficially, one will notice if it is well kept —if the girl is immaculate, neat, orderly, careless; one will see the fashion in which the nails are kept and conclude with perfect logic of deduction whether the girl is conservative, radical, or ultra-

modern. A careless glance will often tell whether the girl is a dreamer or a doer. A more careful student of palmistry—and for the introduction of this word I have no apology to make—will note how the candidate uses her hands—a very significant detail—their shape, the shape of the fingers, the contour of the palm, the length of the fingers and the general aspect of this very telling pair of silent talkers. One does not need to be much of a palmist to obtain some salient points from the hand. One vocational adviser in a large city says she always makes some excuse to have a girl take off her gloves during an interview so that she may see her hands. When one becomes accustomed to looking at hands in this way, they will soon mean as much as a face, the general aspect of the hand expressing strength, character, decision, imagination, mental ability, disposition, and so on through a list of qualities.

The little unconscious movements of the hands, too, are very suggestive. One day there came to a city employment office an intelligent looking young woman of more than average education and manner. She had never received any special training. As she talked with one of the women in the office, the latter noticed the girl's hand straying in a half lost fashion over the top of the desk. Her hands were ungloved, with very long straight fingers, almost as

large at the tips as at the base, which traveled around over the top of the desk, sometimes tracing imaginary patterns, sometimes wandering one under the other in curious fashion. They were not drumming as nervous fingers might, they simply moved along with the back of the hand always up and the fingers moving about beneath. The woman interviewer was fascinated. She said nothing but watched, wondering what might be the significance of this characteristic. She had never witnessed it before. When she found out, some time later, that the girl was a professional thief, she went to a friend associated with the police force and asked how a thief's hand worked. The answer was that the fingers always worked under the hand, the palm never being upturned, not even when going into pockets. The Indian sign language as well as our own Anglo-Saxon word "under-handed" corroborate the mental significance of this physical sign. For the Indians, when they use their sign language, that fascinating mute intercourse so rich in poetry and symbolism, express the verb "to take" by a quick, staccato movement of the right hand with the fingers gathered together from the left side of the body up to the chin. But the movement meaning "to steal" is exactly the same except that the right hand comes from under the outstretched left one. Here is illustrated, among primitive people, the

tendency of the thief's hand to operate from underneath.

All vocational advisers will enrich their own methods by an accumulation of physical stigmata which signify to them certain mental characteristics, and in general these conclusions will not fail or deceive them. They will note the full-lipped, drooping, morbid mouth, belonging to the seriously morbid girl who will never need vocational advisement half so much as she will vocational guidance, and yet who often combines with this misfortune an obstinacy of disposition that makes her difficult to influence. She is frequently so self-willed that steering her into a profession wherein she will not be shipwrecked together with others traveling on her ship is not a task for a tyro.

While it may seem to be the most important thing to consider a girl's capabilities and talents in judging her future occupation or, better still, in leading her to decide upon it, yet her psychological attributes are equally important, and should be taken fully as much into consideration as her mental attributes or her definite talents. These tendencies are much more difficult of ascertainment than are her mental qualifications, much more elusive, and have the additional difficulty, from the point of view of the vocational adviser, of being in a certain sense subject to change as the individual develops.

For it must constantly be remembered that, though we talk about the college woman, our undergraduate is as yet more of a girl than a woman, and in proportion as the age for entrance has been crowded back during the last decade, the greater the number of adolescent girls entering upon college work. Physicians tell us that a woman may continue in this adolescent period until twenty years of age or later. So when some twenty-year-old graduates who believe they have found their life work change it radically after a few years, no one should feel surprised.

A girl may have well defined tastes for perhaps two or three occupations and yet be fitted temperamentally, or psychologically if you will, for only one of them. This she may not know, but here is one of the places where the vocational adviser or the sane psychologist has a clear function. For example a girl says, and this is not at all uncommon:

"I have majored in History and English. I am thinking of teaching, going into journalism or becoming a private secretary. Which shall I choose?"

Now if she is a girl with a good, all-round, sane development, and happily the majority of college girls are that, she might go into any one of these occupations and do creditably well. The fact would remain that in only one of them could she make a real success. It is also obvious that while she might

be fitted by education and natural gifts of mind and personality for all, yet she would be temperamentally adapted to but one.

The psychological make-up of the ideal teacher has been too completely discussed to admit for further phrasing here. But the differences in psychological requirements for a journalist and a secretary are possibly not so readily observed. The girl in journalism must have enthusiasm and be essentially of the self-expressive type. The best private secretary has no uncontrolled enthusiasms, and her self-expression must be of the kind which can as readily express the other person, his moods and his opinions, as it can herself; it must also be the type of self-expression which can be repressed at a moment's notice. A journalist must see high lights. A private secretary must have a mind for detail. Journalism is a good occupation for the out-door, roving, nervous type. The ideal secretary is content to be in an office all day, and is less nervous than sympathetic. The brilliant reporter has imagination and a certain facility in striking a phrase. The secretary's imagination must be kept within bounds, and the man for whom she works usually does all the phrase making which the business of the office will sustain. It sometimes happens that a girl who has been a secretary works into the newspaper world; but in that event, if she was at all a good

secretary, she seldom becomes a writer with any originality or vigor. And yet one can readily see how a girl who had done fairly well in her English in college, who had added to her majors some work in economics, sociology, psychology and literature, might easily be suggested by teachers in different departments as a good candidate for the teaching, the journalistic or the secretarial field.

It is easy enough to direct the girl with manual dexterity into an occupation; it is simple enough to realize that the girl with a love of out-doors can do most effective work if not tied to a desk all day; it is no task at all to put the girl of the motor type into an activity calling for motor forces. But it is much more of a problem to decide what to suggest to the unduly sensitive girl, the dramatic girl to whom the stage is a closed door, the highly organized, almost neurasthenic type, the gay young egoist who has gone through college on the strength of her personality, that most unfortunate young person with the many talents, and the girl who does not want to teach but who has plainly the abstract philosophic mind. Where will these different mental growths function best? What is the soil that will be sure to bring them to a state of inflorescence? There is one thing of which we may be sure in this *mêlée* of questionings, and that is that the girl's training, her mental attributes, not even

her talents are of as great significance, in the choice of her occupation, as is her temperament.

It was only a few years ago that a girl who had been out of college for three years came to one of the occupational bureaus. She was an attractive girl personally, with warm, rich coloring, bright, responsive eyes, a ready smile, human sympathies and quick reactions. Yet her references proved unsatisfactory. "Charming girl," was the general verdict; "but—" and here the answers varied. "Unstable" occurred in some of them; "changeable"; "not to be depended upon because her enthusiasms lagged easily, and when they were gone her value seemed to be lacking," "personality but had not developed so well as had been expected." She had taught school for about a year and a half; had been in social work for a short time, and in one or two other rather casual and brief-lived occupations. It was easy to see why she had been recommended from her college for both teaching and social work. Her academic training, in which she had done good work, had been along lines which would have seemed to prepare her for both activities. She was very happy in her relations with people, both as individuals and as groups, and the natural supposition was that any work which made use of this training and these qualities to which were added an ability to govern easily and to do good organization work, would be

a suitable occupation. What had not been considered while she was in college, for the college had no vocational adviser and no one who made any special study of occupations aside from that of teaching, was the fact that in her relations with people her strength lay in her almost intuitive knowledge and understanding of them, that she was unusually dependent upon the stimulus of her enthusiasms, and should therefore be placed where they could constantly be sharpened. She had a strong nervous constitution, and so could stand such excitement better than many another girl who had a more conscious craving for it. Notwithstanding this steadiness of nerves and soundness of physique, she had a touch of melancholy in her—most unexpected, seldom visible, but which existed in just enough measure to make it requisite that her surroundings be more cheerfully stimulating than social work could afford. From all this it will be readily understood why she did not succeed or find happiness in either social work or in teaching. She was, however, persuaded to become interested in vocational work, and went almost immediately into placement work with girls where her quick reactions, her ready understanding of people, her human touch made her very valuable. Here too she found the constant change and variety which she had missed in the teaching field, and she found

also the atmosphere of sunniness and hope which the social field had denied her.

The well-grounded pedagogical dictum, that attention and interest are two of the fundamental necessities for achieving knowledge, holds equally well when applied to professional or business success. Therefore it is essential to find the point of interest where the girl herself, not her size or weight or her mental attributes or her education, can make the best adjustment. If she is not temperamentally adjusted to her position, one of two things will happen. Either she will become so discontented that she will do the work inadequately and eventually leave it altogether or else it will wear upon her nervously so that she will break under the strain. It is generally understood and conceded that a person working at uncongenial work will not stand the day's duties as well as he would an equal amount of work which was congenial to him. The woman secretary of a large typist's association in England says that in her experience it is the girl who is not suited for the work who suffers most from ill-health. Many nervous breakdowns can be traced to an unsuitable occupation, not unsuitable so much from the standpoint of mental fitness as from that of temperamental or psychological suitability for the task prescribed.

Although this is intended to be an argument for

the careful psychological adjustment of a girl to an occupation, it is not the intent to lay undue emphasis upon the philosophy of an easy life, or to excuse an inability to meet and live up to a hard situation. To develop enough stamina within a girl so that she can joyously override difficulties, to enable her to realize that as this is not a heavenly sphere, every occupation will perforce have its drawbacks; that no one of them, carried out successfully, is an easy jaunt for a summer day; that the mere fact one does not like a thing is not always sufficient reason for tossing it into the sea, and that power comes by overcoming difficulties instead of being overcome by them—to make all these blatant truisms, so trite even to young ears, ring true and sharp is part of the necessary psychological duty of the vocational adviser. Modern education based on the principle that a child must be interested in order to learn, has resulted in a hilarious round of entertainment for students of all ages. Even the colleges themselves have not quite been able to resist the desire to lead students to believe that life should be easy and delightful for them.

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One of the first men to become interested in this matter of vocational choosing was Frank Parsons of Boston, the first head of the Boston Vocational Bureau and an original thinker and an intelligent and conscientious worker. It has been only six years since Mr. Parsons commenced the actual work along this line, but today the contemplation of the questions which he put to an applicant fills one with horror. There were pages on which the applicant was supposed to confess every remote belief he ever cherished as to his mental, moral and spiritual well-being, all his dreams and desires, all his failures and weaknesses. No one with any sense of the privacy of the individual, no one with sensitiveness or even any pride could ever have answered

all those searching and multitudinous questions truthfully. Such a sudden and complete turning in of one's mental attention, especially for a boy who had never thought much about himself in the abstract, must have been highly confusing; and the answers obtained under such circumstances, to put it gently, most inaccurate. Answers received in this way can never be depended upon implicitly. There is too much legitimate temptation to give the answer for which the question seems to call, or the one that will put the candidate in a favorable light.

Yet in spite of all this we must make our young people have an honest understanding of themselves, while preserving a wholesome mind. Young women perhaps more often than young men are likely to be more or less demoralized by introspection. Here is one of the greatest problems which arises when trying to fit a girl psychologically to her task. All girls must be so carefully studied that the counselor will know which of them she may safely put to the task of self-analysis, and which of them should be led more unconsciously to draw their own conclusions. There is a type of girl who is always thinking of herself and of her mental processes. She has that dangerous habit of thinking of how she is feeling, instead of what she is doing. That girl needs to see not the danger of her attitude, for the chances are that she would enjoy that sensation,

but its foolishness. She needs to realize that the world is not at all interested in why she feels as she does, that such contemplation never results in productive activity and that she makes herself uninteresting to others by such habits. Then there is, God love her, the happy-go-lucky girl, interested in out-of-door sports, in social affairs, in everybody and everything. She can safely be pinned down to self-inspection, though it will not be an easy thing so to impinge on her. Contrasted to her is the highly imaginative, idealistic girl. She will analyze herself too critically perhaps. She needs encouragement to convince her that her equipment is not utterly useless, and she needs also, definite advice in order to help her place this wonderfully sensitive mechanism where it will operate without danger. Happily one also meets the girl whose tastes are so decided and whose mind is so well made up that not even psychologically does she need suggestions.

Other helps to the understanding of a girl's psychology, beside the physical signs, her conversation, her card record, and her own analysis of herself, are her academic record and her college activities. You can tell something of a girl's psychology by the subjects she elects, the way in which her work is done, the reports of her instructors. You can tell equally as much by the way she plays—by

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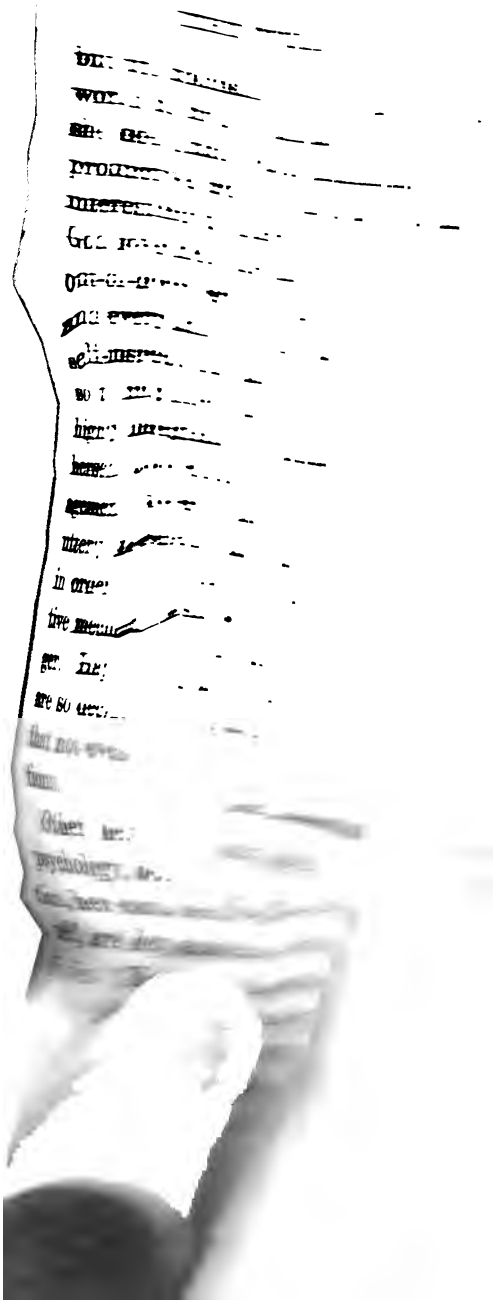

a knowledge of what her pastimes and avocations are, how she stands with her fellow students, whether she is classed as leader or follower, radical or conservative.

And this brings us to the last hurdle in the way of vocational advisement, when considering the psychological relation of the girl to her occupation, and that is: what are the psychological requirements of different occupations. Here we are on virgin soil, scarcely touched by a civilized hand. There are, of course, some few requirements so obvious that one could hardly avoid them. And yet as soon as you have placed to the credit of any one profession certain psychological qualities, you will straightway meet the mountainous exception that will cause you to lose all faith in your knowledge of the situation. This conclusion is unwarranted, however. The answer to this exception is twofold. It may be that the unusual person for whom rules were not made has blazed across the roadway. It may be that account has not been taken of the fact that every profession covers a large field and admits many types of workers into its grooves—that there may be a place within the boundaries of the same profession for the leaders and the followers, the settled and the roving, the creative and the imitative, the logical and the inspirational, the static and the dynamic, the philosopher and the

fool. With the great differentiation of labor now found in all professions and lines of work, it is not so necessary to inform or influence a girl regarding the field itself, as it is to get her into her own type of work within the field. Vocational advising in this aspect must come more and more to concern types of work, rather than fields of work. This means a constant study of the world and of the people who are doing its work successfully. By successfully we mean not financially and notably so, but rather that the work is so completed that it becomes an effective addition to the world's power, and an honest expression of the capabilities of the worker; that it is done with joy, and yet with a devotion to the work itself which counts the joy of the work as of far less importance than its perfection, and places the happiness of the worker as secondary to the full expression of herself in her work.

CHAPTER VI

THE PHYSIOLOGY OF THE GIRL AS RELATED TO HER OCCUPATION

THE world has no time to sit by the bedsides of invalided women. Competition, nervous pressure, rapid traffic and congested interests allow scant place for the sickly girl. It takes steady nerves to walk up and down Broadway or State Street. It requires good digestion and ample breathing apparatus to stand the rush and din of professions and business, organized social activities and individual efforts. We build hospitals for our sick. We do not admit them into the marts of trade or into the inner precincts of our conferences.

Neither is the working world a place in which to make a recovery from an illness or a depleted physical condition. The world is running for the well people. It is run by them. It is not a rest-cure; it is not a sanitarium. Such institutions, though necessary, are not adjunctive to business houses, courts of law or organized charities. The physically as well as the mentally unfit are rapidly being thrown into the discard by an insistent eco-

nomic situation. Criminals and potential criminals are now recognized as often being produced by poor physical conditions. Their weak morality thus becomes merely a bi-product. The world wants health. It must have it. It cannot be manned by the unfit. Only those who are hardy in body as well as in mind and soul can bend profitably to its oars.

There is no other one thing that so delights the average employer as a person who is physically superb. There are of course exceptions which we emphasize because they are exceptions. These are bound to occur since we are dealing not with a machine but with that fluctuating product the human being. Leaving aside the question of the occasional person and the occasional happening, it can be stated absolutely that a fine physique is a great factor in securing and holding a position. It is hard to estimate the number of able girls who have failed of employment because they were considered physically unable to do the work. And yet no one of them would have qualified as an invalid. They all obtained positions elsewhere which they held with more or less difficulty. One employer who wanted to fill an excellent position in the employment field, was much impressed with a college girl who made application. He was pleased with her training, her experience, her personality and her

psychological fitness. After the second interview, however, he came to the office through which he had met the girl and said:

"I can't offer Miss X—— that position, much as I would like to have her, and much as I feel that she is the best person whom I have seen, because physically she could never stand up under the work."

He was right. She couldn't. She was unstrung nervously, though she could conceal it through one interview. She was frail in body with no physical endurance. Two years later after several changes in this same department, this man's successor applied for a young woman to fill this same position and though a very different type of man, he laid down as the first requisites for the position: health, strength, good physical and nervous poise.

A doctor was looking for a young woman to be trained to do his laboratory work. He wanted a college girl with some scientific background, ability to learn, and above all, though he didn't know it, he wanted bulk. The girl who had been holding the position was nervous, inclined to go to pieces as soon as she was a little overworked—had no reserves of any kind—and as his work was constantly growing heavier, he felt that it was out of the question for him to try to develop her further. The type of girl who would appeal to a man in this pre-

dicament was one who would look as if she had never heard of tears and had never met nerves, a girl rosy of skin, strong, well-poised, not too rapid in movement, because the rapid worker unless she has learned how to work or unless her physical condition is marvelous, is likely to overdo at first. Such a girl was found: lovely, healthy looking, college trained, willing to learn. He gave one look at this strong, blithe, young person, and did not let her get out of his office before he engaged her. Many a girl has lost the position she wanted because her skin was bad and because the nervous fluttering of her glance showed a disorganization in her nervous system. A clear skin, steady glance, good teeth and other signs of health have given many a girl her chance. Not only does this physical condition actually affect her opportunities of getting a position in her line of work, but it is also a contributing factor, or should be, in her choice of an occupation. All vocational experts whether their line be psychological or physico-psychological, speak early in their analysis of the limitations placed upon the boy who is color blind. Certain positions such as railroad engineer or dealer in textiles are by necessity closed to him. The man without the musical sense finds barriers in his way, and it is easy enough to point out the various fields in which different physical disabilities operate.

the careful psychological adjustment of a girl to an occupation, it is not the intent to lay undue emphasis upon the philosophy of an easy life, or to excuse an inability to meet and live up to a hard situation. To develop enough stamina within a girl so that she can joyously override difficulties, to enable her to realize that as this is not a heavenly sphere, every occupation will perforce have its drawbacks; that no one of them, carried out successfully, is an easy jaunt for a summer day; that the mere fact one does not like a thing is not always sufficient reason for tossing it into the sea, and that power comes by overcoming difficulties instead of being overcome by them—to make all these blatant truisms, so trite even to young ears, ring true and sharp is part of the necessary psychological duty of the vocational adviser. Modern education based on the principle that a child must be interested in order to learn, has resulted in a hilarious round of entertainment for students of all ages. Even the colleges themselves have not quite been able to resist the desire to lead students to believe that life should be easy and delightful for them.

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One of the first men to become interested in this matter of vocational choosing was Frank Parsons of Boston, the first head of the Boston Vocational Bureau and an original thinker and an intelligent and conscientious worker. It has been only six years since Mr. Parsons commenced the actual work along this line, but today the contemplation of the questions which he put to an applicant fills one with horror. There were pages on which the applicant was supposed to confess every remote belief he ever cherished as to his mental, moral and spiritual well-being, all his dreams and desires, all his failures and weaknesses. No one with any sense of the privacy of the individual, no one with sensitiveness or even any pride could ever have answered

world values, unless she carry the attainments of her mind in a strong healthy body.

The colleges for women have, as a group, been quicker to recognize this lack in education than have the coeducational institutions. This is natural. The success of education for women is the only standard by which the former group can be judged. If observation shows that the product is physically and thus economically unfit, or even below par, the institutions themselves must either reorganize completely or else admit defeat. While in the latter group even though the women do not come up to the physical specifications demanded in the workshop of the world, the institution still has its group of men students whereby it may justify itself. The result has been, that the colleges for women observe a much closer watch over the physical condition of their students, offer them better opportunities for physical training and development, and order their hygienic surroundings more satisfactorily than is usually done in the coeducational colleges.

The responsibility for this does not rest entirely with the department of physical training and the medical corps of the college. A very respectable part of it is left at the doors of the dean of women and the vocational adviser. It is generally assumed that all colleges now require a certain phys-

ical standard for entrance and look after their students' health while in college. Such an assumption is a fallacy. There are thousands of girls attending colleges—and the numerical term "thousands" is used advisedly—who have had no physical examination upon entering, who do not have the services of a physician at their command, who have never had a physical examination while in college and who if they are given any gymnasium work while in college receive it only during their first or their first two years. It seems idle to add that in such a condition there is no follow-up system. There is no one to know if a girl is losing weight unaccountably, or developing a curvature, or has oft repeated colds and is anemic, or is growing nervous and hysterical. Here they are, thousands of them, lured to these institutions by a great desire for an education, pursuing it in their blind young way, believing they are getting the thing they desire and need; while older and more experienced people are coöperating to give them this so-called education which is worse than useless if it leaves them mutilated physically for the rest of their lives. Only a few months ago the president of a fifty-year-old college where there is no resident physician, no hospital, no free medical service, scanty gymnasium opportunities or requirements and no follow-up system, preached the funeral ser-

mon over the body of a girl who had spent her entire senior year in college with an active case of tuberculosis of which the college authorities were entirely cognizant, and who died in less than two years from the same disease which after-treatment was unable to arrest because of the overstrain of that last year. He preached his sermon complacently, confidently wondering at the ways of a Divine Providence that could take such a beautiful young life from a needy world; but expressing a naïve belief that all was for the best. He had not the most remote conception that the sacrifice of that life was due wholly to the negligence and ignorance of the college of which he was the head.

The real needs in the colleges are for a proper physical entrance examination, hospital and physicians' services, gymnasium requirements and a thorough follow-up system.

Miss Amy M. Homans of the Department of Hygiene of Wellesley College, in a paper read at Buffalo at the Fourth International Congress of Hygiene, says in regard to health conditions among college women:

> There is scarcely a woman's college in the country of which it is not said that many of the students are broken down in health because of the exacting demands of the curriculum. This is not true. It is true, however, that

a large number of students are permitted to enter college whose health does not warrant the undertaking of an academic course of study with its attendant papers, reports and final examinations.

This statement is exactly in accord with that of a city physician who was urging a more careful examination of girls about to enter college.

"Half of them who go to college are not physically fit to go through," he said, "and all we are doing is making educated neurasthenics who are in every way worse than the uneducated."

The fact is: not that college training is too difficult for the average girl, but that she is not in her early girlhood and during her high school and preparatory days developed physically so that she is able to meet an ordinary strain. It is a safe assertion that the girl who is not strong enough to go to college is not strong enough to bear children who will be much credit to the race. In addition to the difficulty encountered by the application of the many girls who are not fit to enter, comes the additional one of the inadequacy of the physical reports made on behalf of these girls by kindly family physicians. It is because these reports have been so superficial—often, though unintentionally, misleading—that the colleges for their own protection have been required to make the entrance physical

examinations themselves. Miss Homans is authority for the statement that not one out of ten of the medical examinations made of a girl before she comes to college is worth anything.

Many institutions which make very fair provision for medical examination of their freshmen, commit a serious error in that they do not require this examination of those who enter with advanced standing—as though the fact that a girl had done additional work was any guaranty that her physical condition was at par. The supposition naturally is that she comes from a school which has taken the necessary precautions in the way of admission of students. Here again we have a supposition when we should deal only with a fact. Last year a girl entered the junior year of one of our prominent state universities. She was suffering from some kind of spinal difficulty which was not apparent to a casual observer. She had also recently lost her mother so that there seemed to be no one to keep track of her physical condition. But the university gave her no examination. No one there will know of her physical condition until she has completed a breakdown, possibly such a one as will impair permanently her future efficiency.

Hospital and physicians' services and gymnasium requirements are rapidly becoming recognized as a necessity. Probably the most serious lack in col-

leges and universities, which otherwise make very good arrangements for providing for the physical welfare of their students, is the lack of a proper follow-up system. In such institutions excellent provisions may be made for entrance examinations of students and for physical care and training for the first two years. But with the beginning of the junior year, unless she has elected physical training, the girl disappears as completely from the department as if she had been wafted away by a cloud. She has finished her physical evolution. She is not seen again unless her physical condition is so bad that it is noticeable either to herself or to others. In this day of preventive medicine some of our health reports from colleges are antediluvian. It is hoped of course that in those two years such foundations have been laid that she will know how to take care of herself and will do so, and also that she will have become interested in some sport that will provide her with proper activities. With young college girls, one cannot hope, one must know. As a rule, even those who call themselves "college women," take no precautions whatever about their health. Not having lost it, they do not believe such a calamity possible. They are thoughtless, of a thoughtless age, careless with the carelessness that belongs to youth which is willing to make its excursions into unknown lands even

though paying the penalties afterwards. All these girls should be kept under the inspection of the physical training department during the entire time they are in college. They should come automatically for inspection to the physical director at least every three months during their junior and senior years. In this way a little falling off in weight, a tendency to anemia or a growing nervous condition could be discovered before it had progressed far enough to become a menace. Many a case of tuberculosis could be checked before it had begun to develop; and one would not so often be called upon to wonder sadly at the ways of Providence. Such examinations need not take long. An experienced physician can, in a short time, satisfy herself as to the condition of the average girl. These examinations, however, must take place at regular periods, and not, as is sometimes stated by the colleges, "whenever the girl's condition shows that she needs it." No girl in college should be allowed to get into such a condition that she indicates the need of a physical examination.

We are faced then with the necessity for better entrance inspection, more perfect care while in college and a much more complete follow-up system than is generally in use. There is nothing that will strengthen the hold that college training for women will have upon the general public, there is nothing

that will make employers so anxious to take on the college product as for the colleges to send out fine examples of healthy young womanhood.

Looking wistfully from among the group of college faces is the band of ambitious girls working their way through college. Some of them are paying only a small part of their college expenses, others are carrying almost all, and a few are attempting to pay their entire way. What of these girls? Do they get enough out of college to make up for the strain under which they live, the sacrifices which they must make? They are a very considerable factor not to be lightly considered when one comes to take account of the physical condition of girls as resultant upon their college work, or as bearing upon their future utility. In a recent questionnaire sent out to all the colleges and universities in one of the central states, in an attempt to obtain information regarding the physical condition of their women students, the question was asked: "Do you notice a lower standard of health among the girls who work their way through college?" Almost without exception the answers were divided into two groups. From the larger schools, where the attendance was not greatly dependent upon the entrance of a number of self-supporting girls, the answer was usually yes with possibly some reservations. From the smaller and

less well endowed schools where many of their students worked their way through, and where the loss of that class would be a serious one to the college, the answer with but few qualifications or reservations was no. One of the larger colleges in replying said: "Only strong students are encouraged to attempt it. It tempts to overwork." Another said: "We have no girls working their way through college. We have a small number who receive part scholarships for doing an hour's work a day in the library. We do not notice any lower standard of health among these girls, as the work is so light." And still another, and this is one of the largest in the country, says: "On the whole, yes. Some girls are broken by it."

Deans of Women in general agree that the physical condition of the girl who works her way through college is lower than that of the other women students. Mrs. Lois Kimball Matthews, Dean of Women at the University of Wisconsin, says in her book, "The Dean of Women":

> The Dean of Women will advise bringing enough money to render self-help unnecessary in the first semester, until the newcomer has had an opportunity to fit on her working harness and make the requisite adjustment to the new kind of class room work. The dean will also advise five years for graduation, and will make earnest inquiries as to the health and strength of the newcomer.

If a rule were stringently enforced that every girl working her way through college should spend five instead of four years on her course, there would be a marked reduction in the number of girls who have sacrificed health to a college education. At a conference of women interested in placing college girls in occupations other than teaching held in New York last spring, the question of the result of working one's way through college was discussed. Only one among the group present said that she had never considered that as a factor in the girl's future efficiency. One said that in her experience all girls who paid practically all their expenses while in college inevitably suffered for it. Another whose experience had been wide, both within and without the college world, said she could hardly recall a girl who, having worked her way through college, did not show serious results, sometimes physical, sometimes mental and sometimes social as a result of the strain and the deprivation. She also quoted her brother, a well-known educator, who is so impressed with this that he has become a veritable crusader, discouraging every girl who seems likely to attempt this task.

To go into the threefold results, physical, mental and social which this group of girls may manifest, would be the function of an exhaustive study. It is true that college authorities for obvious reasons

have too often evaded this problem. It is also true that the girl who works her way through college without suffering is the unusual person for whom regulations are not made, and who could carve her way though a stone wall presented itself and she had only a toothpick for a tool.

The solution of this problem is not nearly so serious as it seems. Here is a girl ready to enter college, ambitious to go, feeling that she needs this training in order to insure her future working value. She has no money. What shall she do? There is one thing which the regulations of every college in the country should forbid her to do, and that is to enter without funds, expecting to earn enough to pay all of her expenses. What she can do is either to stay out a year and work so that she will have some money when she starts in, and then drop out at the end of her junior year for another year in which to recoup her finances; or she can decide to take five instead of four years for her college course and so, by carrying several hours less of work each year, be able to do some outside work without a complete sacrifice of health and social opportunity. Many a girl is better off to borrow the funds for her college course, though it is true that the weight of a debt hangs especially heavy over the heads of conscientious young women. The whole truth of the matter is that college training

does not constitute the only kind of education in the world, and that the girl who cannot go to college except under such circumstances as would seriously impair her health would much better remain away and trust to some other means of becoming educated. One factor that adds to the ever present danger of this group is that it is generally composed of serious-minded girls who are willing to make sacrifices in order to receive the academic education which they rate so highly. They are ambitious, unwilling to do a lesser grade of academic work because of their other duties, and the only two treasures which they lay gladly and cheerfully upon the altar of a college education are two which it is difficult to replace—social opportunity and health.

In both amusing and pitiful contradistinction to this class comes the girl of opposite type, the girl who dances her way through college using up her nervous strength in excessive social life, exhausting herself with late hours, who sometimes withal is a brilliant student, but who is carried away by the social freedom of the college world, a freedom which at home would not be permitted her, but which here, especially if the college be a coeducational one, assumes an atmosphere both of youthful abandon and idealistic romance. If she be of the temperamental, imaginative, highly socialized type she

will continue to do good work while in college; but she will not, unless compelled to, relax her social amusements, with the result that if there is no follow-up system there will soon be another case of nervous prostration or anemia, and a recurrence of the cry that higher education of our girls is ruining their health and unfitting them to become wives and mothers. And yet it is not the college curriculum that will be to blame. It is an unregulated mode of life given over carelessly to a girl too young to know what to do with all these treasures of attraction. One dean of women when answering the question, referred to in the questionnaire, concerning the health of girls who work their way through college replied:

The standard of health among girls who work their way through college is not lower. Their work takes the place in most cases of the dancing, games, etc., of the other students which generally prove more of a strain than the work. Late hours and dancing too much or when the student is not well are the most fruitful sources of detriment to health that I know. Irregular habits of eating and sleeping and working and playing are another source of trouble. Young girls [and this woman is speaking of the class commonly known as college women] should be in small schools where they can be supervised enough to insure a fair degree of system in their lives.

While the girl who dances her way through college does not lose so much in the way of social opportunity as does the girl who works her way, yet her physical loss would be fully as great were it not for one purely psychological factor which comes to her rescue. She is rendered a little more immune because she is happy in the thing she is doing. There is more lift in a Junior Prom than in washing dishes or tending the baby, even if it does belong to the head of the zoölogical department. The same nervous strain is seldom found among people who are being honestly and unaffectedly gay that is found among those whose tasks are drudgery. The nervous prostration which follows in the wake of a city's social season is no reply to this, for those who succumb most frequently under such circumstances are those who have been riding the society merry-go-round for many a season and are having difficulty in convincing themselves that their pastimes bring real pleasure. Both the girl who overworks, however, and the girl who overplays come out of college more or less incapacitated for work. They do not bring zest to a job. They often bring organic disabilities which militate against effective service. In addition to her physical encumbrance, the girl who has worked her way through college often brings with her a wrong attitude toward work. Because certain allowances have been made for a student

worker and recognition given of the effort which she is making, she is in danger of considering her services as favors and of expecting allowances and favors in the business world. The girl who has suffered from social overstrain does not have this same fault of psychology, but she is nervously depleted, exhausted, likely to be irritable, impatient and not accurate in her work.

There is no other one thing which the college must face as such a veritable monster of threatening mien, as the danger of lowered health among its students. No matter how she may study and work, the energy and the talents of the girl are in vain if she go out from college carrying a living soul in a dead body.

There is still another group of girls which must be considered, especially when the question of the health and future utility of college women is up for discussion. They are the ones who, though admitted after a proper physical examination, yet have some special physical ailment or some handicap which will make the study of an occupation for them an individual and not a class study. The same case may not be duplicated twice in a term of years, though sometimes similar ones will appear within a year or even within a few months. As already suggested, the girl with the tendency toward tuberculosis is not suited for the teaching field—

she must, if possible, be so placed that her surroundings may be unusually healthful. Only certain types of social work can be considered by her. Work which demands close confinement in an office is not practical, and neither is any work which must be done under artificial conditions of living. Just what she does enter depends upon various modifying circumstances as well as upon her native abilities, her temperament and other contributory factors. The girl with the weak heart, who is nevertheless sufficiently fit physically to enter college and do her college work, is another special problem to be considered by the vocational adviser in conjunction with the health department. It is perfectly obvious here what limitations are self-imposed upon this girl. Defective vision and defective hearing must also call for special consideration in occupational choice.

Another type of disability which could not on any account prohibit a girl from entering college and yet which limits her greatly in the work which she can do is frequently met and is not as curable as various facile advertisements would lead one to believe—and that is an impediment in speech. Sometimes the girl merely stutters a little, not enough to interfere with any chosen line of work providing she is not overly sensitive. In this connection there comes to mind at once a most brilliant,

charming and intellectual woman who has done very effective public speaking, and whose little stutter is merely an added charm. There are, however, other cases where the impediment is so serious that it debars the girl from any occupation in which her success would be at all dependent upon verbal relations with other people or upon the use of the telephone; and occasionally there is the defective palate or other difficulty which restricts the choice of work materially. All these girls must be placed where they have no public speaking of any kind, where they do not have to address a class, where they have but little talking to do, no telephoning which is incumbent upon them, and no personal interviewing which is dependent either upon their quickness of response or upon the first impression made upon the person with whom they are talking. And yet their natural talents and abilities must be given fair play, and they must have opportunity to develop in their work. After they reach the age of twenty or more they are usually conscious of the handicap under which they are laboring. By this time they have overcome their first sensitiveness, and are eager to talk over the matter freely, hoping to find some way out of their penned up difficulty.

One young girl who stammered so badly that she had been unable to finish school and made many of her communications by writing rather than by at-

tempting to speak was extremely anxious to find a possible occupation. She was about twenty-four years old, with a very charming and gentle personality, but quite untrained in any line. Her instincts were all artistic, and she wanted to be an interior decorator. It was necessary to call her attention to the fact that much of the success of the interior decorator was due to her ability to talk to people convincingly. She was not so situated that she could take special training or spend any length of time into getting into a chosen work or building up a clientele afterward. Finally it was arranged that she should go into one of the large photographic studios to learn retouching and finishing. Within a few months she was drawing a salary, and by the end of a year will have at her command a business in which she can always be independent. But more important than the profession learned and the small salary earned was the fact that she was made more or less independent and was given self-confidence. With this aid and with the experience which she is gaining, she may be able to work on into some more expressive and original line of work. The first duty always with a handicapped person, whether college bred or not, is so to place her that she can do something independently and so develop self-confidence and self-reliance.

We have learned better than to talk about "nervous" people. We have learned that the word "nervous" usually means lack of self-control or a pathological condition. In either event a thorough diagnosis is needed to be followed by such education, training or treatment as the condition necessitates. There is the highly strung temperament which needs above all to be taught self-control and to be employed occupationally so as not to tempt its weakness. Many a girl of this type bounds spasmodically through college not gaining what she should, because she does not receive the careful study and the rigorous discipline which she needs. She is classed as "erratic," "nervous," "disorderly," or even "impossible." Her physical examination shows no pathological condition. Her classroom work shows no lack of attention or mental coördination. The probabilities are that all she needs—one speaks glibly of this great task—is to learn control. There is the other type—the tired girl, not perhaps sufficiently so to be sent home, but yet not quite up to the strain of college activities and requirements. Perhaps she may even regain her physical balance better in her customary working conditions in college.

Dr. Herbert J. Hall in "The Work of Our Hands," in which he discusses the work cure as

practiced in workshops connected with hospitals, says:

Sometimes it happens that nervous patients are examined carefully by competent physicians who find nothing organically amiss. That otherwise hopeful finding may have the most unfortunate results, for it stamps the patient as a neurasthenic and makes him, in the eyes of the world at least, to blame for his inability to bear the heat and burden of the day. A very large proportion of the nervous breakdowns without apparent cause are now known to be associated with the condition called enteroptosis, in which the whole body droops from muscular fatigue and from a certain congenital or acquired laxity and physical unbalance. Real cure is usually not confined to physical improvements. There must be hope and courage, there must be a conception of life fine and big enough to bridge all gaps with faith and understanding. There must be a wholesale clearing away of old and hampering misconceptions, a lightening of fears and other mental burdens. For rich or poor the market value of effort is deep and significant.

The value of this quotation from Doctor Hall is twofold. In the first place it lays emphasis upon the necessity of work for a certain class of nervous patients, and in the second place it suggests a line of work new and fraught with great possibilities for those interested in teaching, who may not have the proper physical foundation for such a profes-

sion. Many teachers of the handicapped were themselves handicapped and received their impetus to teach and their training, while themselves patients, in hospitals where the work theory was being tried out.

Dr. Hall says in the book already quoted:

> A school teacher broke down in her work a few years ago. She was, in fact, never fitted for teaching. As a part of the treatment of her disability she learned the art of hand weaving. She is now earning more money as a teacher of hand weaving than she did as a teacher in the schools. Incidentally she is cured of her nervous exhaustion. . . . A teacher of music, who for several years had been quite helpless and hopeless, is now earning a salary of twelve hundred dollars as head of a social settlement system.

If an unsuitable vocation can be held responsible for physical breakdowns, of what incalculable importance is it that the girl, making her choice of work, should be assisted to choose such a line as will allow her a happy expression of her most efficient self. A discussion of the relation of choice of occupation to physical well-being would call for an entire treatise, just as did the relation between fatigue and efficiency. And it should be noted that the scientific data which were gathered in Miss Goldmark's authoritative work on that subject may be applied with as much justice to the

occupations of trained and educated women as to the labors of factory and other trade employees. Good mental operations are largely resultant upon normal physical activities. Even the high school boy can quote classical proverbs to that effect, while modern scientific inquiry has proven definitely both the necessity of the healthy body for the healthy mind, and the effect upon the physical condition of uncongenial and unsuitable employment. Nothing supersedes the value of perfect physical well-being. The college girl with degrees and diplomas, if she has nerves and other bodily afflictions, cannot compete with the less educated but more physically superb competitor. There is no reason why the college girl should not bring out into the world not only a well-trained mind, but a splendidly developed body: a machine with which she can make time, a machine that does not get out of order every time she has a hill to negotiate, a machine that travels equally well in any speed and upon any grade, that operates smoothly and without friction, that does not need too many new tires and does not have to be taken to the garage for repairs after every journey.

Colleges and college women must recognize the need of health, and the dignity and beauty of bodily perfection, before college training for women can completely justify itself before the world.

CHAPTER VII

THE GIRL WITH THE DRAMATIC TEMPERAMENT

THE dramatic temperament is not a single thrilling tone which can be sounded only upon the instrument of the stage. Though this is its most obvious and frequent form of expression, yet its instruments are many and its manifestations innumerable. It operates upon the stage and in the office, behind footlights and within the subdued shadows of hospital walls, underneath the garish falsity of the calcium and on greenswards with little children. It knows every language, every song, every prayer. Sometimes it voices itself through a master hand on the violin, and again in a crowded city street it blares trippingly with a certain humanness of appeal from the street piano which the old behandkerchiefed woman, with eyes bent upon the past in distant countries, turns with a routined hand. For the dramatic temperament, else were the adjective itself the veriest misnomer, cannot in its very nature be limited to one instrument or one mode of expression. Many is the art, many is the profession, many even the most seem-

ingly prosy business of life in which the possession of this temperament is the surest insignia of success.

Not to go upon the stage is not necessarily to bottle up a dramatic temperament and put it down in a cool and deadening cellar. Not to deck oneself in the trappings of other men's lives and thoughts is not necessarily to fail to find an outlet for this gift so wonderful in its possibilities, so charming in its loveliest functioning. In fact it is as impossible to suppress the real dramatic temperament as it is to push back the lava into a seething volcano. The first need of this temperament is expression. Lacking this, it cannot survive. If a temperament which has believed itself to be dramatic and which has for some reason been unable to express itself through the drama then subsides into an inarticulate and inexpressive existence, it is very certain that the desire was mistaken for the gift, the vague dream for the ability to make it real, and that the dramatic temperament itself never dwelt in so unresponsive and inadjustable a dwelling.

This temperament is essentially motor. And aside from the need of self-expression, there is no quality more predominant in that patchwork of emotions and energized thought than adjustability. By drama is meant action. By action is indicated

change. The dramatic temperament is never static. It must always be ready to welcome new situations and to fit into new rôles. It must be plastic, fluid, adaptable. Its desire is rather for the expression itself than for the form. It can adjust itself to anything if it can only speak. If it cannot play upon a metropolitan stage, it will barnstorm in frontier tents. If it is unable to be Juliet to the public's most popular Romeo, it will perforce play the romantic maiden to a well fed and matter-of-fact husband. If it cannot rise nightly under the glitter of grandiose lights to dominate a heroic situation to its own glory and the delight of its audience, it will create events out of daily incidents; it will garb itself in all the vestments it would fain possess; it will vision the world as trembling under colored lights, and limping and dancing to the music of the night; it will invest the people and happenings of an office grind with colorful grace and dignity; it will dramatize life.

Across seas in English rose-gardens roams a lovely lady who would laugh if she were to read that paragraph. And she would shrug, ever so little, her beautiful shoulders, and she would say in the soft-variationed voice that long raptured our ears:

"No one who knew the rigors and the difficulties

of the stage would write so. The portrayal of a part is an intellectual study—not an emotional riot."

Quite true, dear lady across the seas, who should yet be making beauty for a tired world. All perfect portrayals are the result of highly keyed and intensified effort resultant upon long continued and rigorous training. But only with the true dramatic temperament as an urge can the perfection of dramatic interpretation even meagerly be realized.

If then this temperament can successfully operate through various mediums, and is not in any sense limited to the conventional stage or the camera, of just what does it consist and through what other mediums can it effectively, completely and happily express itself? What is there for the girl with the dramatic temperament who cannot go on the stage?

The component parts of this temperament are expressiveness, motor force, adaptability, imagination, psychic interest enabling one to enter another's state of mind and to express the attitude of that other, sensitiveness and ability to lose one's outward self in another personality, or rather to don another garment over that which one commonly wears. This temperament is primarily, if one must choose but one term—self-expressive. If two

terms may be used—it becomes the imaginatively expressive temperament. And if a third may be added—it is then the imaginative, expressive temperament in action.

To such a temperament the stage must be but one of many modi operandi. And to the girl with the dramatic temperament many entrances are open, even though the stage door remain closed. More than one profession needs, above all else in its workers, an imaginative, expressive temperament in action. True, this is not the terminology in use. Indeed it is doubtful if, even in those professions where this need is most potent, there is any real intelligent recognition of the fact. There is a desire for what is called a certain "type" of person, but that this so-called "type" has anything in common with the dramatic temperament as seen upon the stage, there is little if any realization. This is not strange. What man wants to find the qualities of a chorus girl in his secretary? And yet the qualities which are most conspicuous to him in the chorus girl do not spring from her dramatic temperament, while the most valuable qualities in his secretary, though he may not know it, are the direct offshoot of this very temperament.

As an example of the dramatic temperament functioning on boards other than the stage, take the newspaper field. Here, if anywhere, is a call for

this temperament. Here is found the reporter whose imagination is keen enough to see the real story behind the three line personal; the live drama in the man who walks out whistling from the morgue; the three act comedy, and a front page story at that, in the tilt of a hat; and who can reconstruct all the preceding plot from the big speech at the close of the third act.

"Mr. and Mrs. J. K. Blank announce the engagement of their daughter Mary to Mr. A. B. C." The society editor who clicks that formal little phrase off on her typewriter in response to the written notice that came in her morning's mail, often pauses and smiles a little reflectively to herself, remembering other scenes in the tabloid drama of Mary Blank's life—and she thinks also of other members of that great army of unwritten newspaper stories. For though they may never be penned or typed or printed, these stories must exist vividly in the mental backyards of the newspaper people who remember the big stories that they may write the little ones. Only a highly imaginative temperament can visualize all these things unseen by most, and only the expressive temperament after visualizing them, can present them to the world so that they remain real and convincing. The reporter who cannot see drama in life, though to the world he may deny resentfully that his work is anything

but the veriest grind of daily fact and figure, can never write the big, throbbing story—the story which readers remember and old newspaper men quote—the story which it is the ambition of every real reporter to write. Watch him working on a story. See his imaginative grasp of this detail and that. Note how, like a skilled actor, he builds up one scene and represses another, emphasizes this line and slights the next. See how he is wrapped in the characters whose drama he is unfolding and how he is expressing not only their story but himself as well. Observe all this, and you will see indeed a perfect functioning of the imaginative, expressive temperament in action. In other words here is a dramatic artist.

The reporter must have, first, the dramatic imagination to discern the fine lines of the drama through the dust and disorder of life. There can be nothing commonplace or ordinary to him, for he sees the wonder behind and within it. The dingiest acorn contains an oak, and the prosiest old woman houses romance. To his imaginative eye, events fall into cumulative sequence, bearing forward to the smashing climax. History is drama. And who is the newspaper man, but the one who writes daily the history of the world, selecting from all the activities strewn about his path those most significant in the unfolding of the entire story, choosing with

fine dramatic sense the most significant, the most human in that parti-colored *mêlée*.

Now the girl who is actually blessed with the dramatic temperament, not the one who is merely carried away by a gaudy glamour or a cheap desire for what seems an easily attained fame, can find many a field in which her temperament may disport itself joyously. But there is none wherein this especial gift is more requisite than in the field of newspaperdom, that strange tense world, sharp-eyed in the dark, grinding people and life ruthlessly through its crushers of daily news into events of history, that mad, sweating jocund world, mocking and kindly, sweeping its workers on in breathless pace through rigorous days and sleepless nights, that world which knows and hunts and finds people in all their relations; and which, in spite of calumnies too often heaped upon it, is always in its largest aspect sincere. What carpenter built stage can equal that upon which the drama of the world is hourly enacted? What actors reciting speeches written for them by unknown hands, and assuming parts conceived by others, can equal in effectiveness the actors in the days' events? What is more dramatic than to be the recording spectator whose imaginative eye sees down into the heart of things and into the past which gave them birth, who picks and chooses those most significant details, shaping them

into the complete drama through which this temperament finds expression!

It is impossible to go further in discussing the possibilities before this temperament without commenting upon the greatest danger which it faces, and which frequently leads to immediate discomfiture, and sometimes even to failure. It is a pet theory, especially with young people who believe themselves gifted, to minimize the necessity of work, and of technical training, trusting for their success to what they call inspiration. They believe that a talent is so rare that in itself it will command the gateway to the stars, get past the doorman at the stage entrance, put it over the ticket taker at the ball park. Now there is nothing so common in the world as talent. And there was never a talent so great that it could dispense with the deadly routine of learning the game. As an illustration of a recent attempt to prove that one could paint without mastering the technic of the painter, trusting only to impressions and inspiration, one remembers grimly certain recent weird exhibitions, reminiscent of the school of philosophy that was always going down in a dark cellar at midnight without a candle to look for a black cat that wasn't there. This recent fad is the best illustration of what is achieved without technic, with talent run wild, untrained.

To break into the newspaper game is difficult

enough if one's desire is to enter legitimately, and not by means of individual pull or personal salesmanship. But after entering, the hardest thing is to maintain a place and constantly to increase one's efficiency through the only medium known in the legitimate newspaper field—the medium of toil. An abstract love for writing does not make a newspaper man any more than does the mere possession of the dramatic temperament. An eagerness to participate in the excitement of the game will not do it. Not even the gift of turning a phrase, or an instinctive knowledge of news will take the place of hard work. All these gifts brought as grist to the mill must be ground between the stones before there will emerge the finished product, the trained newspaper writer. For this is a profession which makes heavy demands upon the individual. It will not be content with part time service or a halved loyalty. It is no place for the shirk. But it is a calling for the person who is willing to work constantly, who has the apprenticeship attitude toward work, who turns instinctively to words as a form of dramatic expression, who has the nose for news, the intuitive understanding of people, imagination highly geared. In short it is, in every sense of the word, a calling for the imaginative, expressive temperament in action.

It is not hard to see the connection between the

dramatic temperament and the newspaper field. The latter, like the stage, has always possessed a spectacular appeal. But it is more difficult, perhaps, to connect this temperament with another profession, one of the most important of the day so far as women are concerned. And yet it is true that the secretary should be the possessor of this temperamental gift. Lest there be any misunderstanding of terms, it might be timely to acknowledge for the word temperament its legitimate meaning and to disclaim for it a colloquial significance which denotes lack of self-control, undue nervous excitability, a not-to-be-lived-with temper, and the general stigmata which characterize a bad-tempered moron. Such a use of an otherwise decent word is an unbecoming effrontery to good old Latin stock. "Temperamental" is but an adjective derived from the noun "temperament," and this noun is a well-behaved, respectable word denoting any of the various results of mental plus emotional constituents which combine to produce individualities. Temperamental does not mean uncontrolled, bad-tempered, unreliable, hysterical; nor should it ever imply that unpleasant personal characteristics may expect to be condoned because of a small talent.

"What indeed," queries incredulously the girl who longed to be *Rosalind* and who remains Mary Louise, the secretary, "can I find in pounding out

letters on a typewriter, which will in any way satisfy my desire to be a dramatic artist?"

DEAR MARY LOUISE:

I have just received your little wail. Don't think I am offering you a contemptible little pebble in place of the truffles for which you asked. Just what do you mean by a "dramatic artist"? Does it signify to you merely an hour or so of strutting about a stage playing a little part? Does it mean only applause and public appreciation? Because if it means only these things to you, then it is quite true that you will not find what you want in a secretary's chair. But if you mean by dramatic artist one who interprets life, one who daily plays many parts, some where the lines are written and others, like the old patent medicine farces which helped to shape modern American comedy, where the speeches were largely impromptu, one whose imagination perceives much that is unwritten and supplies instinctively and instantly the necessary business and lines—then you may find what you want even though you are labelled secretary and not actor.

And yet on the other hand if you see nothing in the secretary's position except the routine of grinding out letters on a typewriter, then a great fear wells up in me lest you have quite mistaken yourself, as indeed we all do at times, and that you have not the dramatic temperament, but only the desire to be pleasantly conspicuous. For the dramatic temperament is imaginative, loving to picture itself in other situations, and seeing wide stretches of green pasture lands where the uninspired ones behold only a threefoot patch of dried grass in front of a hot apart-

ment house. This same temperament welcomes each new face as forecasting a new situation or a yet unwritten drama. It rejoices in unforeseen circumstances because they offer the opportunity to create at once a new rôle. You can understand readily then—even you, Mary Louise, with eyes turned inward—that if your imagination cannot see beyond the keyboard of your typewriter you will never, in the first place, become a secretary; and in the second place, you have proven to a certainty that the dramatic temperament is not yours. But if you have this constructive and expressive imagination, perhaps you can see then why the secretary must really be an actor, and what outlet there is in this very human and interesting profession for the girl like you.

Lest you may not after reading this, consider me your friend, I shall sign it merely,

ONE WHO KNOWS.

Three characteristics of the dramatic temperament which are most requisite in a secretary are adaptability, sensitiveness and imagination. The secretary must be an especially adaptable person, because the employer seldom is. In fact the breadth of the secretary's adaptability is shown by the fact that she must always be everything the employer is not. She must have a temperament which is superficially as malleable as silver, though basically unmoved. The employer may lose his temper, he is very likely to; the secretary, never. The employer may carry like an insignia on his

sleeve all his troubles, business, domestic and otherwise; the secretary, so far as office relations are concerned, has no troubles. The employer may be curt; the secretary must remain suave. The employer may be tired; the secretary knows no fatigue. The employer may be lazy; the secretary continues indefatigable. The employer sometimes is even ignorant; the secretary must know everything from foreign postal rates to the life history of all the members of the Cabinet. The employer may meet people and situations badly; it is the high prerogative of the secretary to cover up his mistakes.

The secretary must fit into every new situation which arises in the office, whether with the employer, patrons or visitors, as if the part had been written for her and she was familiar with every line and every piece of business. Not only does it require great adaptability to meet these occasions, but fine sensibilities and imagination as well; for she must sense the situation almost before it has arisen, and must imaginatively be able to construct all its ramifications and their significance so that she may make no false steps. Such steps are for the employer, not the secretary. Her sensitiveness, too, must be so keen that she recognizes the tone of the office and of the employer as soon as she enters in the morning, and unless she has the dramatic tempera-

ment which enables her to enjoy adapting herself to this atmosphere no matter what it may be, her secretarial success is hardly assured. An otherwise good secretary was once criticized because, regardless of the psychological condition of her employer, she always brought into the office exactly the same atmosphere—pitched her morning remarks in F natural regardless of the fact that the office chord was in E minor.

A secretary must not be a mere reflector—far from that; but she must recognize and blend into the coloring of the day, modifying it later into that which circumstances demand. The secretary must not insist upon being herself. She must be willing, in her time, to play many parts, and to bring to each enthusiasms and creative imagination. A young woman applying for a position secretarial in character, once said:

"I do not want to work for anyone with whom I could not be perfectly frank regarding all I felt."

Never to be a secretary was the pronouncement upon that girl. The person does not live who wants to hear all about some one's else feelings; and no individual so engrossed in her own individual sensations could possibly forget herself enough to be absorbed in the parts which she had to play or to supplement the needs of an employer.

Another peculiar manifestation of the dramatic artist seen in the secretary is the ability to be one of many in the cast, not a monologuist. The vaudeville artist who has proven a great success in a single act often has much difficulty in succeeding on the legitimate stage because she does not fit in well with other actors. She does not know how to respect the proportions of either the drama or her own part. She is for the center of the stage and the spotlight all the time. She forgets that there are other people on the stage. She wants to play the entire piece alone. She would fain be *Uncle Tom, Aunt Ophelia, Sinclair, Little Eva* and all six of the bloodhounds. Now while she may have been a drawing card with all the stage to herself for twenty minutes in vaudeville, she does not succeed in drama. Neither does she succeed as a secretary. For a secretary is not a monologuist or a single act vaudevillian. She is rather an actor in the legitimate. She must understand and respect proportions, and be willing to subordinate her own part, when necessary, to the artistic demands of the situation. It is of course true that she is seldom the star. The employer is usually "featured." But she is often the comedienne, or the character woman. Sometimes, despite youthful years, she is the wise and comforting mother, many a time she is the ingénue, occasionally she is called upon to

simulate the adventuress or even to play a really heroic part, and anon comes the day when she dominates the big scene and makes the speech that brings down the house.

Perhaps a clearer idea of the relation of the ideal secretary to the employer is suggested by the relation between the accompanist and the soloist. Without the former the latter is never really effective, often quite lost; and yet to the average untrained audience, the accompanist is not a person of importance and often passes unnoticed. But the real musician, whether soloist or critic, appreciates the perfection and the proportion of the accompanist's art and his unquestioned importance to the singer. What the valued and experienced accompanist is to the singer, so the secretary is to the employer, upholding every situation, filling in every gap, providing background and completing the harmony of the composition.

There is no end to the rôles for which the secretary is cast. A man about to engage a young woman as secretary said appealingly to the organization through which he had been put in touch with candidates:

"There is no one with whom I am thrown as much as I am with my secretary. Why, I see more of her than I do of my wife. I want some one who is not only competent, but some one with a good

disposition—I would like some one who would laugh at my jokes."

Every demand is made upon the secretary's imagination, her ingenuity, her versatility, her adaptability, her genius. That her shorthand must be rapid and accurate, her typing correct and artistic, her office methods modern and efficient, her knowledge of detail and of her subject matter endless, is quite true; but in the end all these requisites are subordinated to the personality demands. And such demands always embrace, though often quite unconsciously, the dramatic temperament. It is a curious relation that exists between the employer and the ideal secretary for it involves the most formal intimacy, the most intimate formalities. It is in effect the most impersonal personal relationship that one is ever called upon to maintain.

Often in watching a play one is struck with the seeming simplicity of the actor. The impression is given to the audience that she is acting just as she would if she brought her sewing over to your house some afternoon and sat in the rocking chair on the porch. There is no suggestion of acting. The whole thing seems so easy that every woman in the house believes she could do it. This is the acme of art. And this must be the secretary's achievement. For her case is lost if ever for once she is seen to be acting. Nothing would be so fatal

to her employer's confidence in her, nothing would so destroy her efficiency as to be seen, figuratively speaking, putting on her makeup. Her art must be so perfect that it never appears to be art. She must be so simple, so free from pose that no suggestion of the ordinary conception of dramatic could ever cling to her. For after all the dramatic temperament is something much finer than the concept which arises before most people upon hearing these words. It is not tawdry; it is true. It does not pose; it merely expresses itself as simply, as fully, as completely as possible.

Another unexpectedly apt vocation for the girl with this temperamental bias is the nursing field. A physician of note, whose work had brought him into contact with an unusually large number of nurses, said that if the romance of the nursing field could only be appreciated by all those who went into it, the quality of their work would be much higher.

This factor of romance suggests immediately the situations in which the dramatic temperament can best function. For while it will operate in modern psychological drama, yet, like the child which it really is, it loves to don the garb of other days, to wage warfare against fantastic and fearful, often unseen, dragons, and to breath a romance laden air. As we meet her in the halls, the trained nurse,

coolly habited, serenely moving, seems a most matter-of-fact young woman, far removed from romance and concerned more with bandages than with dragons, with diet rather than with dreams. And yet a bandage may be a symbol of heroism, diet may be a card in a complicated game where a mind is struggling with a weight of maladies, and the dullest day and the dullest patient may be shrouded in a very ether of romance, has one but the eye and the understanding to see the vision. The trained nurse, however, in contradistinction to the newspaper woman and the secretary, is educated for a single part, not for repertoire. She may vary this with occasion. She will need new lines and new business from time to time, but in general she must learn to adopt completely this poised, somewhat aloof and absolutely controlled personality which she wears while on duty. She too must work with others, fitting with the doctor's orders into the scenes of humor as easily as into those of tragedy. Her lines must never be forgotten though at times they may seem to her palpably false. Her business must be done with the same precision as is that of the stage artist who every night at 9:31 walks seven steps to the left before he commences his speech beginning:

"Well, Russell, now that I have found you here. . ."

The nurse who works only with her hands and not with her head, who sees only the bandage and never the psychology which make that bandage necessary, who has not the constructive imagination and the willingness to find her own expression in other people's existence, will never be much more than the mechanic of her trade. Almost anyone can learn the mechanism of any trade or profession, but unless endowed with the temperament which is the need of that line of work she will never pass beyond the material stage, never enter into the creative spirit of the work, never see its large possibilities, never help to realize the dreams of its great thinkers.

Another and gayer manifestation for the dramatic temperament is found in the increasing demand for the girl who has the play spirit—that gayety that adores happy activities, revels usually in the delights of little children, and combines the child nature of the actor with his delight in bodily activities. Many are the possibilities open to this temperament which should never be harnessed to routine or handcuffed to sordid or depressing needs. The five million and plus dollars expended last year in playgrounds in the United States indicate somewhat the need for this type of girl who will find in this work—active, out of doors, expressive—the best outlet for her type of dramatic tempera-

ment. The playground leader cannot succeed unless she is expressive, and is filled with the spirit of youth.

She must rejoice in all the parts which she and all the *Peter Pans* and *Wendys* play together in the sunshine. Back of all this spirit and temperament must be the solid, substantial foundation of technical and theoretical training, and of experience sufficient to make the training and technic operate jointly without friction.

Each of these different lines of work calls for its own special training and equipment, and in this age of high specialization this equipment cannot be slighted. And just as some actors make tragedians and some comedians, so some girls with the dramatic temperament will make secretaries, and some will make reporters; some will be successful as nurses, others as playground leaders. Still others will go into the church, and there will remain also the many to whom the stage itself is not an impossibility. And yet it is doubtful if even those will find that they are expressing themselves any more fully behind the footlights than are their former classmates in the hospitals, the offices, the parks and the churches.

CHAPTER VIII

THE PHILOSOPHIC TEMPERAMENT

THE keynote to the philosophic temperament is found in the root of the word. The philosopher loves wisdom. The Greek words *philos* meaning "loving," and *sophia*, "wisdom," indicate the birth of the idea and of the word which expresses it. Some men love action. Some love money and some power. Others love humanity. But whether the philosopher be epicurean or stoic, his fundamental love is not for the underlying principle he presents, but for the wisdom which he has accumulated in working out his theory.

This temperament, as we see it expressed in individuals, is scholarly, contemplative, abstract, slow sometimes in its responses; but invariably sure, self-possessed, static rather than dynamic. It concerns itself not so much with the material as with the reasons for its existence. Its attachments are primarily for the things of the mind and the spirit. It is a temperament not ponderous but pondering, judicial rather than executive; abiding serenely by its own convictions, devoid of the nervous flut-

terings which circle around the head of the dramatic temperament; large minded, not fanciful or overly imaginative, but gifted with discernment, discretion, concentration, and patience; loving study, research and, above all, wisdom. It cares for individuals and things largely as they express a philosophy or can be used as a medium through which research can be accomplished, or as their needs can be met through the application of a theory or a carefully worked out philosophy.

Belonging to this temperament there may be, indeed there surely will be, individuals of widely varying type as different as are the schools of philosophy. There are gay philosophers and there are sad philosophers. There are silent ones and there are loquacious ones. There are leaders and there are followers. But at heart they are all of the same coloring, all lovers of wisdom, all dealers in the abstract.

The girl with the philosophic temperament is always well equipped mentally. She is not sure to be a good student as measured by academic standards. It is very likely that she belongs to the group which is ever causing the faculty to wonder why it does not do better work. The philosophic mind, it must be said, is often so concerned with its own contemplations, so intent upon its individual problems and theories, that it becomes in-

tolerant of routine imposed upon it from without. It does not always adapt itself to the requirements of the curriculum. Sometimes too, this temperament accompanies a sluggish and apparently lazy physique. This is not the highest form of its manifestations.

There are two physical types most commonly seen in individuals of this temperament. The first is that of the German philosopher, often found in university and college teachers, in judges and in social workers whose time is employed with abstract problems but who are not directly engaged in working with humanity. This is the large comfortable, adipose body, placid in countenance, reposeful in manner, suggestive of contemplation. The other is the accepted type of the woman teacher and the social worker who is immediately in contact with human problems. Here one finds the slim physique, attentive of countenance, active in manner, suggestive of tremendous concentration, of intensive thought and its application. The eye of the philosopher has either the unfocused gaze of the imaginative eye, or else it is piercingly direct, suggesting unlimited probing for causes, ceaseless research for truth.

In considering temperaments it must be borne in mind that the average person has a mixed temperament. In Sarah Bernhardt one finds the dra-

matic temperament in its purest type. In Socrates one finds the perfect philosophic temperament. But among the girls in the college world, the one possessing any temperament in its purity and its entirety stands out as a potential young genius who would grow, arrive and express herself effectively whether she flourished in a college garden or on the untutored soil of a prairie.

As a matter of fact the philosophic temperament comes more often from the small towns than from cities or other localities where people assembling in large groups necessarily come more in touch with materialistic things and materialistic needs, and where there is little opportunity for one to be alone. A city cultivates a feverish need of human companionship. It dissolves in the fluidity of its great mass every possibility of aloneness. It does not encourage contemplation as do mountains or prairies or the stretches of the sea. The philosophy which is evolved in a city and by the people of a city, as a group, is utilitarian in character, deduced from surface observations, photographic. It is specious, convincing at first hearing because of the cleverness of its phraseology. It has great breadth but no depth. Clever talkers are city bred; but deep thinkers come from the open spaces. This applies to people as a class, to the philosophic temperament as it is expressed in that large group

who never become great philosophers but who carry this attitude of mind into their various lines of activity.

Every philosopher must be alone at times. He must have the luxury of solitude. He cannot mature unless he can think, unless he can contemplate his own thoughts and those of others. Judged on this basis one would expect girls with philosophic temperaments to be the product of the country districts. That this is not true is due to another consideration which enters and outweighs the former premise. If harassed by material needs, if hourly bent upon material progress only, the philosophic mind and temperament will not develop. Country life, with its eternal insistance upon the acquisition of another "forty" and with its laborious demands, is not so favorable for the production of the philosophic type, as is the small town which escapes both the clamor of the city and the materialistic drudgery of the country. Environment does not, however, determine all things. And girls with this mental trend do come from cities, from the country and from small towns; though observation is inclined to credit the latter with the largest production. That isolation, when unattended by materialistic crowding, is favorable to the development of the philosophic temperament in groups of people is shown by the life and thought of the Hindoos

and the distinctly contemplative, philosophic thought of the North American Indians. It is even true that a greater number of individual philosophers come from communities not overcrowded. In our own country, Emerson was a small town man and Thoreau lived in a hut on the banks of a pond. Looking farther afield we see that though Bergson was a Parisian, yet Eucken opened his eyes in the small town of Aurich with its five thousand inhabitants; and we remember that as for Socrates, Kant, and Hegel, though Athens, Königsberg, and Stuttgart claim them, yet in their times there were no communities of millions of people and the debauchery of the great cities had not been completed.

It is not, however, in philosophers we are interested but in the philosophic temperament and its varying manifestations as seen in young women together with the occupations which may most legitimately and profitably attract them. There are certain broad characteristics which are common to the various occupations into which this particular temperament seems most perfectly to fit. One is that in general these lines of work do not possess so difficult or specialized a technic as that demanded by such occupations as scientific, musical and secretarial work, the stage and other callings, all of which demand a highly specialized and difficult technic. The philosophic temperament, being en-

gaged primarily with thought and speculation, does not take kindly to technic. It does not despise it in others, in fact it admires the result as evidenced in a worthy product; but for itself it does not care for scales or test tubes. They are too mechanical, too concrete. The occupations which attract this temperament, such as teaching, law, social work, vocational advisement, demand training but hardly specialized technic. Some one has said that Blackstone is only common sense. Everyone knows that the success of a teacher is due as much to her natural qualifications as to her professional training, valuable though it may be; social workers study conditions and methods of procedure, but they can hardly be said to have any technic, and vocational advisement is a field which, dealing closely with the human element, must always have a fluctuating elastic method.

Another characteristic of this group of occupations is that they are invariably concerned as much with theory as with practice. Sometimes the individual is obliged to confine himself to the practical aspect of the work, but the profession as a whole always involves theoretical and speculative problems. Many an able lawyer, whose practice has always been in the civil law, will tell you with fine scorn that criminal law is not "law," because it is concerned so largely with matters of fact, that it

gives little chance for legal interpretations or for the fine points of theory which are his delight. Behind all successful teaching lies a knowledge, instinctive if not acquired, of the theory of education. Every real teacher delights in it. There is never any advance along educational lines except by the working out of some theory which an ardent educator has lovingly evolved. One of the great dangers of the social field is that it tends to veer toward the theoretical at the expense of the individual. It is comforting, in the midst of social conditions that seem to give theories precedence over the individual, to reflect that the Sabbath at least was made for man. Vocational work, in its present stage, combines its newly garnered theories every day with its accepted facts; welcoming each new fact, not only for its own sake, but for the sake of the additional theory which may be adduced therefrom.

All these occupations, while concerned with the human problem, have yet their greatest interest in its theoretical, philosophic and economic aspects instead of in the individual, as an individual. Case work, as it is generally known in the social field where the personal difficulties of individuals and families must be investigated and acted upon with a view to relief and rehabilitation, is considered the best training school for the social worker. It

is not looked upon as the most desirable field for the experienced worker. The latter wants an opportunity to do constructive work, which always means work in which theories may be worked out, investigations made, information accumulated and results deduced. The lawyer is not personally interested in his client. He is interested in the problems of the case. The teacher, it is true, has often a deep personal interest in pupils, but after all his great concern is in working out a theory of education which shall eventually reorganize the educational field. One of the dangers of the vocational adviser, and it is no slight danger, is of taking too personal a point of view concerning those who come under her direction. There are always to be found, in all of these fields, competent workers who do approach their cases from a personal attitude, but the fields themselves are concerned with the theoretical side of humanity's problems. In this respect they differ from occupations which may properly be credited to the dramatic temperament, occupations which do approach people from a strictly personal angle, such as the ministry, nursing, and secretarial work. The philosophic temperament is not the humanitarian temperament. It is not anti-humanitarian; but it cannot, it should not, be diverted from the solution of a problem which may mean much to an entire group, because

of the condition of an individual. To this temperament the problem precedes the individual. To the dramatic temperament the individual always holds first place. Partly because of this, though it may seem to be an anomaly, the philosophic temperament is really kinder to the individual than is the dramatic. The latter hates as it loves. The former is impersonal, fair-minded, unemotional. That is why it is the ideal temperament for a teacher, just as it is for a lawyer, a jurist, a social worker or a vocational adviser.

Another characteristic of this group of occupations is the necessity for thorough scholarly preparation. Some occupations may be glossed over with a superficial but shiny coat of learning and the work may be fairly well done. Still others call for even less preparation; but for the fields which the philosophic temperament seeks, the preparation must be deep, thorough, painstaking, and must also continue throughout the entire life of the worker. These professions are never mastered. This may be partly true of any line of work properly viewed, but it is especially true of professions which are governed by changeful economic and social conditions, so that today's facts and deductions may be tomorrow entirely without foundation. No one but a scholar should attempt these fields. No one who does not love learning should permit herself

to be tempted into any one of these professions which have too often been prostituted to the making of money by some with a perverted vision. While it is desirable, and in many cases necessary, that such education should precede the entrance into these professions, yet there are occasions when an especially fit candidate may be encouraged to enter without the suitable preparation, but with the possibility of gaining it later, little by little, as she goes on with the work. These occupations are not in the strict sense technical but they are largely dependent for their successful use in the world upon the personal fitness and gifts of the people entering them.

It took a long time to realize that this was true of the teaching field in relation to women. If a girl had her living to make, it was an accepted fact that she might teach. If her education had been elementary, she was nevertheless always supposed to know enough to teach little children, so she was given the primary grade or else she taught in one of the country schools. If she was a graduate of the high school she might expect to get a position in the grades, and if college training had been her good fortune she was fairly sure of a position in the high school, where she might teach English, history, Latin or literature. Sciences and mathematics were tabooed her. Her fitness for

holding this position was estimated by the amount of schooling she had had, by her ability to keep the pupils in order and by her need for the position. Small town boards were distinctly neighborly in those days. Soon, however, up sprung the normal schools, insisting upon professional training for teachers. School boards and parents were not slow to discover the advantage of the specially trained teacher over the untrained. Another contribution made by these schools to the cause of education was the part which they took in weeding out the unfit from the potential teaching ranks. The horrors of "practice teaching" showed many a young person the impossibility of pursuing this occupation, and the frankness of the faculty, who were anxious for the reputation of this young group of schools, deterred many undesirable applicants. A large number of these undesirables were such because of a temperamental unfitness for the teaching field. In those days the normal schools did not analyze their students closely enough to know just why they were unsuited for the profession and applied psychology was still in its swaddling clothes. All that those sturdy members of the faculty did know was that this boy or that girl wouldn't make a good teacher. "She couldn't discipline," or "He isn't able to hold their attention" were sufficient, and rightly so, to encourage the student to enter some other field.

Looking back into those days, and recognizing the splendid training in drill, in exactness, in mental habits which those schools gave, one is tempted to wish that the college of today could take unto itself some of the virtues of the normal school.

Long, however, after the normal schools had succeeded in having their students preferred in all grade work, college girls, many of whom were unsuited for the profession and undesirous of following it, became high school teachers. This may be attributed to two things. First, the normal school as a rule did not prepare its students sufficiently for the high school work, and the schools were obliged to take whatever the colleges sent them. In the second place, college women, thus far, had not mastered the entry into many other professions, and were still rushing unadvised, unwisely and helter skelter into the teaching profession, because it was the only one for which they were in any wise prepared and because they did not know what else to do.

The break came, at last, when college women realized that they could enter other callings and that a temperamental fitness was as necessary in the teaching as in the musical field. Today, teachers are not considered who are not temperamentally fitted for the work, properly educated and professionally trained or experienced. Now the girl who

wants to teach must be of the philosophic turn of mind. She must be a student. She must be impersonally interested in people. The girl who has violent friendships in college will not make a good teacher. The one who does brilliant work one week and poor work the next, who is emotionally unstable or uncontrolled will not make a good teacher. Thoughtful, studious, well-poised, kindly, impersonal, analytical, capable of concentrated effort and judicial must be the girl who would control others, impart knowledge and especially be able to kindle in others the flame of desire for learning. For that, after all, is the great function of the teacher. She may not impart knowledge, but she may impart the desire for it. This girl then who intends to teach should choose, if possible by the close of her sophomore year, the subjects which she expects to teach. She should not only take the courses in education which her college or university offers her, but she should enter the teaching profession with the expectation of taking further and more distinctly professional training just as soon as her circumstances will permit. If she expects to go into college work, she must take her master's degree within a short time, and also be preparing for her doctorate. If, as is not infrequent, she prefers high school or grade work, normal school training would not come in amiss, even though in

taking it she would find it necessary to work much harder than she had done while pursuing her degree in the college world.

When the profession of law calls for a girl, she who answers must possess of all the characteristics of the philosophic temperament: logic, concentration of thought, the analytical mind, patience and intense power of application. She must also be of the physical and mental type which makes a good public speaker, unless she intends to be an office lawyer only. If, however, she expects to go into court and to appear in jury cases, she must have combined with the philosophic temperament enough of the dramatic to enable her to sense a situation, rise to it, act as it demands and then present her material in such a way and at such a time as will produce the effect for which she is aiming. To be an effective speaker she must have a good voice, clear, easily heard without being shrill or raucous, capable of expressing many shades of meaning. She should have an exquisite pronunciation and enunciation and a vocabulary such as God gives to the Irish. She must be a scholar, a hard worker, a clear-headed, impersonal thinker. After completing her college course, she then has her three years or more in law school, and after that begin her real difficulties. It is hard for a woman to become established in the law. Perhaps the best possibility

is for her to open an office of her own and patiently build up her own clientele.

One of the most popular fields for women of the philosophic temperament is that of social work. It is difficult to place limitations upon the extent of this work. It sends its ramifications into every profession, it is a factor to be reckoned with in church, school and all organized community circles. The police departments have come to know it; the hospitals claim it in certain aspects of their obligations. It deals with children and the aged, with the foreigner and the native born, with the ignorant and the criminal, and with every reform measure and means, every preventive possibility which civilization has invented. To do social work one does not necessarily have to be associated with organized charities, or hold a position with immigrant or juvenile protective leagues or work with commissions on housing or anti-tuberculosis. One of the best known social workers in the country said not long ago when speaking on social work at a vocational conference:

"A young woman came to see me, a few weeks ago, and said that she had been teaching for a number of years, but that now she wanted to change and go into social work. And I said to her, 'What do you call teaching but social service work? What field could you enter that would be more distinctly

contributory to the social aid which the community needs than that of teaching?' "

The social field in its largest aspects concerns all fields that have to do with the serving and the betterment of humanity. Edward T. Devine, speaking of the duties of social teachers and the education necessary, says:

> The duty of those who are called to the department of social economy is to create an enthusiasm for social service or better perhaps to create a conviction that the enthusiasm which all ardent youth has for social service is not misplaced. It is our task to show that group action for the relief of distress and the increase of efficiency is both possible and essential; to explain what opportunities our modern community offers for such service, to describe simply and comprehensively what has been done here and there to improve working and living conditions, and set forth on the basis of experiments both of success and failure what can and cannot be done for those who are not in a position to do everything for themselves; and beyond these tasks to aid in the formulation of a social program not alone for those who come into contact with the poor but for such as are concerned more directly with the masses of struggling, self-supporting humanity.
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> In the higher education of the social worker there will first be required accurate information concerning the extent of actual present conditions, poverty, preventable diseases, bad sweatshops, and factory conditions, premature employment, excessive congestion of population, unsani-

tary and otherwise indecent housing, all other forms of social distress which go to make up a study of present-day social conditions. There must also be familiarity with charitable organizations and agencies, and the principles on which remedial effort should be undertaken. Special education today has to do with inventions and improvements in the useful arts, and also with the discoveries of science. Law, administration, medicine, sanitation, offer abundant material for the economist.

Preparation while in college for this work should consist first in the broadest, most liberal course which can be arranged. In such a course there would necessarily be work in economics, industrial history, sociology and psychology, which would assist in building the foundation which would be advisable for the after structure. To undertake successfully such a labor as the social field imposes upon one, and to carry it through with success for the work and for the individual so engaged, there should be sufficient general culture and intimacy with beauty to counterbalance the ugly visions which will often be a part of the day's work.

One reason why social work has so great an attraction for women is because to all women the idea of service is strongly appealing. Another reason which must also be accredited with some of the converts to this field of work is the fascination of the romance which is supposed to invest any work done

among a class of people who are sufficiently strange to be called "the other half," and to whom one might appear in a bounteous guise. Long after the stage had passed where charity was supposed to consist of bearing food in baskets, even trained social workers were sometimes guilty of the idea that romance reposed in the bestowing of other forms of legitimate relief. Women, particularly those who are young and have not yet known the real romance of life in relation to themselves, and women much older who have missed the thrills of existence, are likely to turn with a passionate devotion to a calling which seems to promise them an opportunity either to live in a romantic atmosphere or at least to experience it vicariously. College girls belonging to the first class often become raptured with this life without really being informed as to what it will demand of them or what they will be expected to contribute. More and more social service is becoming based upon a strong economic foundation. It is upheld by a familiarity with science, history and all present day social and political conditions. It demands brains more than emotions; careful study and a practical application of actual knowledge more than an indefinite idea of philanthropy or the satisfying of charitable impulses. And yet in thus dealing with the subject we may not strip it of all its illusions. It deals with life in

the rough, in the raw. It sees it where blood streams and hearts break. It takes cognizance of misery and crime, disgusting and forbidding; but, touching human lives in the very intimacies of their existence as it does, it cannot fail to carry with it the element of romance, the satisfaction of the impulse to be of service.

Many girls who wish to enter this field must be discouraged. In the first place, the social field makes a tremendous demand upon the nervous strength of the worker and only those who have good health and strong, well-poised nervous systems should be encouraged to enter it. Still more it necessitates splendid mental and spiritual health. An emotional, nervous girl, without good self-control, could not meet with wisdom and clear judgment the matters of serious import which frequently come up in the experience of a social worker. So much of this work is done independently and without close supervision that it is imperative that she be able to handle it at least in such a way that it will do no harm to the human materials which compose the chemicals in her laboratory. The prospective social worker needs self-control, human sympathies which are not too personal, devotion to the work of human betterment; an ability to look upon all sides of a question with a judicial mind, and yet to act promptly and effectively; fearless-

ness both moral and physical; a scholarly mind that knows how to collect and organize material; unflagging energy and zeal, tact and patience that know no limit.

These are but a few of the qualities essential to the successful activities of a social worker. The field is certainly not for the girl who needs an emotional outlet, not for the girl who longs vaguely to be kind, not even for the gentle honest little college girl who confided that she had always wanted to work in a settlement, only she didn't "like dirty people." When asked for further explanation she replied that she had always supposed that the first duty of a social worker was to "wash all their faces." Many a college girl, especially if she comes from a small town to a college also located in a small community, has about as exact an idea of social work as had this girl. The small town where human relationships are on so different a basis, where there is no factory problem, where the poor and the unemployed are cared for by individual instead of organized help, and where the entire social fabric is woven much as it was fifty years ago, can furnish no means for becoming informed concerning the intricate social conditions of a large city or an industrial community, where economic interests press upon individuals and where laws and human interests do not always synchronize.

To the girl from such a town social work is represented chiefly by what she has read about settlements, Hull House in particular. Of the many varieties of social work, of the low salaries which customarily obtain and of the necessary preparation she has little or no idea.

Among the important fields open to social workers are: settlement work, playground and recreational centers, charity organization societies, special commissions, organizations concerned with the problem of dependent, neglected and delinquent children, juvenile probation work, housing committees, investigation of industrial conditions, child labor work, factory inspection, municipal research, medical social service, and social exhibits and surveys. Additional training after college in some special school of philanthropy and work for a year or two with a charity organization society constitutes the best preparation a girl can secure. If it is necessary that she make a large salary, she must not let social work lure her. It should be open to those who can legitimately ignore financial rewards.

In a larger sense, not touching the subject technically, is it not possible and desirable that the attitude of the ideal social worker, who has a passion for the betterment of mankind, should be carried by conscientious workers into every branch of their profession, into every business which they may pur-

sue? If, as has been said, the three great watchwords of social service are health, vocation and recreation, it would be difficult to find a business or a profession which should not be regulated in some of its attitudes by the consideration of one or more of these issues. No doctor or lawyer, or preacher or teacher can escape from the social attitude with which his work is charged. The vocational student and worker, the employment manager must be doing social work of an important kind if their task is to become anything greater than the mere grinding one set of individuals out and another set in. The architect, the chemist, the physicist are all working on the problems for the betterment of mankind. The commercial man under whose supervision, and for whose welfare he is responsible, there are some thousands of employees, should be a devotee of the social service ideal if he is to give to the great group of people, whom present day social conditions have placed largely at his mercy, any adequate return for that which they give. The newspaper man, the writer in any field has his social function. No matter what field a girl may enter she should approach it with the spirit with which social workers must needs enter their portals. All fields of work want workers who come with enthusiasm, with ideals and with a sense of service, a desire to translate their work, whatever it

may be, into some instrument which shall be of service to humanity. This is the social ideal. It should be the ideal for all young people going out into the world, whether their work will take them into the kitchens or the studios, whether it is to be done in the depths of the mines or in the clouds, whether it is to be the product of brain or of brawn, or whether it is to be the planning for the great building, or merely laying a brick in the temple's wall.

The choice of occupation for the philosophic temperament is not so perilous as for some other types. To be sure it is not so adaptable as the dramatic temperament and could not so readily adjust itself. On the other hand, just as it revels in study and philosophy so will it accept all situations calmly, endeavoring to extract from them something valuable, and, because of its appreciation of wisdom, recognizing, though sometimes unconsciously, the futility of kicking against the pricks.

CHAPTER IX

THE SCIENTIFIC TEMPERAMENT

THE scientific temperament seeks for knowledge of material facts. Because many of its researches must be based upon postulates, it has as a necessary part of its mental machinery a stimulating imagination. It is not fanciful or vaguely dreamy but it illustrates well the distinction which Crabb in his English Synonyms makes between fancy and imagination when he says: "The fancy is busy in dreams or when the mind is in a disordered state; but the imagination is supposed to act when the intellectual powers are in full play."

In brief, the scientific temperament is that of the imaginative realist. Just as there was never a great scientist who did not admit the doctrine that in external perception the objects immediately known are real existences, so there was never one who did not possess a high degree of imagination. This temperament takes clocks to pieces, often failing to put them together again, and bores holes in locked boxes.

Its enthusiasms are self-perpetuating. In its

highest manifestation, it is the temperament of the dreamer who must see material results of his vision, and having attained this end passes on to new dreams and new realizations.

These are the properties of the great scientist. The temperament, however, as seen in individuals of a lesser stature who are engaged from day to day in various matter-of-fact callings has certain well-defined characteristics.

A fondness for technic and an ability to handle it form one of the dominant characteristics of the scientific temperament. There can be no science of any kind without its accompanying technic. There can be no scientist who is not a master of his technic. Just as the philosophic temperament does not concern itself with technic, so does the scientific temperament master it; not only masters it, but enjoys perfecting and employing it. One of the joys of certain scientists is the constant improving of their technic, through which the spirit of this type of mind finds expression. To such a temperament there is nothing dull, mechanical or lifeless in this phase of work. It is carried on primarily for the results which will develop from its operation, though with some scientists, and some artists who are more scientific than dramatic, there is a tendency to make the technic the end rather than a medium. With

a scientist this may result well, for he may perfect a new method of procedure with which some one else may achieve great results. But with a pianist for example the over-emphasis on the mechanism of his work will not be of any real benefit to other pianists and may result in a mechanical performance, a despiritualization of his music. Many a musician has mixed with his dramatic temperament a goodly portion of the scientific. This is fortunate until the latter temperament begins to overbalance the former and then appears the musician whose technic is perfect but whose interpretation is lifeless. The artist is spoiled. The scientist is not created.

Following this emphasis upon technic and an appreciation of its importance, is a second characteristic of this temperament—love of detail. The captious world, if it glance at the above simple sentence, will comment sarcastically upon the utter absence of the scientific temperament today in our colleges of liberal arts, saying that those schools fail to turn out graduates who pay any attention to detail or who have any capacity for it. There is some justice in this criticism. It can be explained partly by the fact that a conspicuous proportion of our students with scientific temperaments are attending technical schools or taking vocational courses in universities, and partly by the admission,

sad though true, that the present character of pedagogy in our colleges of liberal arts is not such as to develop a capacity for detail. The scientific mind is orderly, exact. It belongs to the student who turns in a paper accurate to the smallest detail without having been hounded on the subject. It is the property of the girl who can be depended upon to do all the small things which her *confrères* disdain. It adheres to those who unsolicited keep their personal accounts, who if they add a column of figures twice may reasonably be expected to get the same answer both times, who do not scorn accuracy in each little respect, or despise the day of small things.

Naturally such a temperament is devoted to things rather than to people. Of the three temperaments, it is the most impersonal. The philosophic temperament cares for people as it may be of service to them or as its theories may be brought to a proof through them. But the scientific temperament is not as a rule concerned with them. The philosophic must be. For its very philosophies and theories revolve around the human mass. But the scientist, whether actual or potential, is not so concerned. While his prognostications, his theories and his discoveries may be of the greatest value to the human race, yet that is not the reason he pursues them. His interest is not in humanity,

but in the matter which surrounds humanity. He must have natively the temperament which is indifferent to individuals or he will never be able to pursue his subject successfully. If his interest is to be deflected every time the human element enters his problem, the cause of science will prosper but poorly at his hands. The philosopher can afford to be at times so disturbed, because the very human problem which has interfered with his reflections may enhance his theories. But scientists do not observe people in order to draw deductions. They learn from falling apples, from the steam issuing from a kettle, from kites and other natural or material manifestations. They forget to go home to meals and they do not remember to get married. Their individual attachments are perfectly sincere, but they are not in the foreground of their consciousness. Thus we see clearly the unwisdom of encouraging a girl of the scientific temperament to enter a profession in which success would be to any extent dependent upon personal relations.

It is an analytical temperament too. It must be that in order to delve into causes, to disorganize and reorganize materials and to work from effects back to causes and from causes to effects. The philosophic temperament is also analytical but it approaches its subject from a different angle. The philosophic temperament says "why," the scien-

tific says "how"; and it is left to the dramatic to observe and murmur, "ah!" Being analytical and detailed, it is in danger at times of appearing captious, fussy, not always recognizing or appreciating proportions. Allowances must be made for this defect in the scientific temperament which does not make it the smoothest of temperaments, the easiest with which to live. When this temperament is found in combination with the philosophic then there is grave danger of over indulgence in self analysis. Either temperament in its purity would be free from this fault—the philosophic because it would not be tolerant of all the detail imposed, the scientific because it would not be sufficiently interested in the human element even though that element was its own ego. It is a fact that when temperaments are found in their purity, and that is but seldom, not only do geniuses appear, but also those individuals who are able successfully to handle their own lives as well as those of others.

It is further not surprising to find that such a temperament is critical. Being analytical almost implies the critical quality. Also, being concerned with organized knowledge, with indisputable facts, satisfied with nothing less than proofs and certainty, it is not strange that everything falling short of these demands should be met with an exacting and severe criticism. Science cannot be half

way. It must be accurate. It must be exact. It must know whereof it speaks. It cannot be tolerant of any "just as good" measures. Its attitude with even its pleasures and its deities is likely to be, "I like it—ah, but here's a flaw." This is right. It is the business of the scientific mind to find flaws wherever they exist. Great inventions could never have been perfected except by minds which, picturing to themselves perfection, were not able to tolerate anything less in the material model with which they were engaged. There is something of the scientific attitude of mind in every good critic, whether he be a critic of economic conditions, the theater, the drama or literature. The very qualities which make him keen to analyze, to separate the fine from the unworthy, which even at times make him impatient of all which does not conform to his standard, are the qualities which go to the making of the scientific temperament. The critic, however, never possesses that temperament in its purity. The field of his criticism is dependent upon the other temperament which combines with the scientific and the proportion in which the mixture occurs. If the philosophic combines with the scientific he may be a critic of life, of economic conditions; if on the other hand it is the dramatic temperament which is mixed with the scientific, he may be a critic of the arts.

Among the many qualities of this scientific trend of mind there is just one more that seems to cry out for recognition. And that is the genius of patience, with which this temperament above all others is blessed. It never counts hours, effort or strength. It works indefatigably into the night, regardless of dark, caring nothing for fatigue, cheerfully doing over again when the first efforts prove futile, revamping worn places, correcting mistakes, even destroying when necessary and gladly beginning upon the wrecks of its mistakes to build a new structure. This temperament is not only undiscouraged, but it is not fretful over the infinitesimal details which must be worked out with amazing care and patience. It has even learned to "suffer fools gladly" needing them in its operations, and wearing constantly the attitude of mind which makes patience a habit. It would be impossible for this type of mind ever to reach valuable conclusions or to perfect discoveries, did it not possess in this marvelous measure the quality of patience. It permeates everything it does, it saturates every mental operation, it affects every relationship. And most remarkable of all, it is unconscious of itself. Patience to the scientific mind is not a virtue. It is merely part of the day's work, the chemical without which the precious metal is not precipitated. The girl who wants to follow any scientific

line of work and has not this quality might as well change her plan before being compelled to do so by a glaring failure.

Physically the scientific temperament has many different forms of expression. But there is one quality that always appertains, and that is the impersonal, calm expression of the countenance. Seemingly contradictory to this statement there comes to mind the picture of a woman engaged in one of these fields listed as scientific, a woman whose face tells of the stormy passions which garnish her life. She has not however a purely scientific temperament. It is diluted with other streams. And yet, in spite of the record of conflicts in her face, it is in repose singularly uninterested apparently in the human visions before it. The scientific eye, technically, is likely to be near-sighted. Skeptics will say that it is near-sighted because it has done so much close, possibly microscopic work. This is not true. The near-sighted eye existed before ever it was put to the test of laboratory instruments, and it is the eye through which the scientific temperament glimpses the universe. It is not, as a rule, sharply focused. It has a little of the wandering glance of the imaginative eye, though it has not the size and fullness which characterize that eye in its perfection. While great scientists often have the same look as great philosophers, so

that from their pictures it would be impossible to distinguish them, yet the scientific temperament as it most often appears in people not engaged in exclusively scientific work, is characterized by a certain sharpness of feature, a neatness and correctness of dress, a generally clean-cut appearance. This is noticeable in doctors, in commercial workers, and in many other individuals who are representatives of this type. Their native attention to detail, their analytical mind, their carefulness and patience combine to make them particular and neat in their personal appearance, though not especially original or effective.

The girl of the scientific temperament, in choosing her electives, will tend towards the sciences, mathematics, political economy and sociology. The fact that many students of science devote much time to languages does not mean that this temperament is inclined towards the study of languages. In the abstract it does not care for languages. It studies them only as a necessity, because it can not do the real scientific work which it desires unless it has access to sources and authorities in other languages. It needs French and German, sometimes other tongues.

Literature, history, psychology, philosophy, languages and the arts do not commonly invite this temperament which, if it can follow its choice,

is engaged with matters more material and more possible of literal interpretation and scientific proof. Many a person, both man and woman, not of the scientific temperament follows one or the other of these professions which as a rule invite this temperament; so that we have doctors devoted to literature, domestic science experts who luxuriate in French, and buyers and sellers of commercial articles whose pleasure is found in philosophical speculations.

As a conversationalist the girl of this temperament is usually keen, quick, ready of response, inclined to be witty rather than humorous, resourceful and not particularly original. She is more likely to tell a funny story than to make a humorous comment. Her vocabulary is more largely Anglo-Saxon than Latin or Greek. She is better in general conversation than in a man to man or man to woman talk. One of her faults is that she is apt to be a stickler for trifles. She is of the type that halts the action of a story to fix the exact hour at which the occurrence took place, or else cannot proceed in the conversation until she settles to her own satisfaction the question as to whether they had gone four miles or four and a half in the automobile before the tire exploded. She is not gossipy because she is not particularly interested in people; instead she likes to discuss things—not

ideas. It is the dramatic type that discusses people and the philosophic that sifts ideas.

Her amusements, while generally motor in type, are concerned with those things which show skill in detail. The scientific mind makes fine chess players, card players. It does not care so much for athletic sports where the mental element is not so immediately concerned. For this temperament enjoys its own mental play and is not especially entertained by those things which do not permit of considerable mental activity. The type of sports which a man or woman follows in later life when the need has been discovered of some form of relaxation which will completely distract attention from the duties of a business or profession, are not included in this comment and have nothing to do with the kind of amusement which the scientific minds instinctly choose. Among college boys and girls the amusement expression is largely instinctive, and so their choice of an amusement is almost as indicative of temperamental leanings as is their selection of an occupation. For outdoor sports the girl with the scientific temperament will be given to hikes instead of to basket-ball or tennis. She will belong to bird clubs, and will add to her herbarium even when the department does not insist upon it. She is often the best cook at the midnight spreads, for in spite of her accurate knowledge of

hygiene and sciences, she is personally careless regarding her own health. She is not often found belonging to the glee club or the dramatic societies, but she is social in an impersonal, sometimes it is called a selfish way. She is good at all games which demand mental alertness and accurate thought, valuable in charades and at puzzles.

Modern economic conditions and scientific advances have so enlarged and subdivided fields of work that the type of positions within one field frequently offer inviting openings to the various temperaments. This means that in every field of work we find every temperament, for all fields now have their executives, administrators, investigators, publicity and office workers, and so call for as many kinds of workers as there are types of work. As the scientific temperament is given to detail and exactitude it makes excellent office workers and its representatives are found in such positions in every known field of work. Wherever the handling of figures with accuracy is an essential, where attention to detail is imperative, where initiative is not so much wanted as ability to carry out instructions with precision and to work out every smallest detail with interest, there is found the scientific temperament. Such work, of course, shows the most mechanical aspect of this temperament just as the great scientist displays it in its most imaginative

form. In between these two extremes come the wide range of abilities of varying types and of differing degrees of purity. The scientific temperament cannot be called adaptable, but it is versatile and so is able to enter successfully many widely differing lines of activity.

Finding the scientific temperament in the field of household economics fulfills a legitimate expectation. This is apparently one of the ideal fields for this gift. Here is room for scientific investigation, for attention to detail, for apparent and material results of one's activities and for scope. Here also is not the necessity for a personal interest in humanity which is frequently a lack of the scientific temperament, for the household economics field though occupied with those matters which are of the closest concern to the human family, yet does not associate itself intimately with the individual problem. There is but one type of work in this field which might be said to be an exception, and that is the work of the visiting housekeeper; and it is a question as to whether that work, though demanding training in household science, does not more properly belong in the social rather than in the economics field. Looking over a group of girls in this department of a university one is usually struck by the practical character of the group. It is not the dreamers or theorists that one finds here.

It is not the highly imaginative, expressive young women. It is instead a very definite minded, sensible, practical class of girls who know just why they are taking this course and who usually know also just what they intend to do when they have completed it. They are the girls who before such departments were inaugurated would have majored in mathematics or sciences preparing to teach, who would have made exceptional disciplinarians or who would have chosen not to go to college, feeling that they could not receive there the practical training which they desired. The home economics girl usually knows her own mind. This is characteristic of the scientific temperament. A more remote and less recognized reason for the attraction of this field for the girl with this temperament is the opportunity which it is offering for original research and valuable discoveries especially in the line of dietetics. There is probably no other one subject concerning human health which so concerns people today as food, its value and its choice. The person scientifically inclined has now the chance to study this popular subject from a real scientific basis and to add much of value to the present day knowledge of this subject. The household economics field also has the advantage of satisfying the girl both from the scientific and the practical point of view. This is what this temperament, when not

belonging to a great scientist, really craves. It longs to discover, to test, to analyze; and yet it is unsatisfied unless there is a distinctly practical aspect to the work which it has undertaken. There is no work which young college women are doing today which is more intensely practical than that contributed by the workers in this field. No one except the girl with this temperament can be successful in a field calling for such intensive, careful and detailed work, and offering no lure of human interest.

Closely allied to the home economics field with one important exception is the profession of medicine. This profession is more strictly scientific than is the one just discussed and it also has projected into it more of the human element. The worker in household economics need have no intimate personal relation with the public which she serves, but the physician can hardly escape at least a personal anxiety, to say nothing of interest and satisfaction, which she feels in those to whom she ministers. Her interest must remain fundamentally scientific and impersonal however, in order that she may do the best for her patients and also that she herself may not be entirely depleted by the ever recurring demand upon her sympathies and attention. Here again one notes unusual opportunity for investigation and research, for careful de-

tailed work and for patience which brands this temperament as with an iron. The woman physician has especial need of this latter quality for in this, as in other professions, the period of waiting before a satisfactory practice can be built up, and the frequent deprivation of opportunities such as are open to men, make it imperative that those who enter this world should be able to possess their souls in patience. The more scientific the mind the more will the physician turn to research and diagnosis, perhaps to operative work; and the less will she be inclined to follow general practice or other lines which call for much human contact. Her interest will be in the scientific discoveries to which she may contribute, more than in the personal welfare of an unduly excited patient. This is not to minimize the part which personality has played in the success of many a physician and surgeon, but it is not always true that such success has been equivalent to real scientific achievements.

While serious results might not follow lack of accuracy or attention to detail in the work of the household economist, yet there is no limit to the disasters which can follow in the wake of a careless physician or surgeon. There can be no such person if these professions are to continue to hold the high respect of the people. Only the scientific

temperament in one of its highest manifestations should be encouraged to enter this field, so replete with the possibilities, so hedged about with obligations, so fertile with mysterious possibilities. But the real scientist seeking for knowledge of material facts, a true imaginative realist, may find in the profession of medicine the most perfect outlet for her abilities.

It seems a far cry from the operating room to the department store, from the scholarly physician to the *fin de siècle* shop girl. It is hard to recognize the same temperament functioning under such foreign circumstances. Every girl who stands behind the counter and hands you goods in exchange for your coin is not a saleswoman any more than every little girl who plays scales on the neighbor's piano for half an hour every morning before school is a potential artiste. When that real saleswoman is found, however, when the artist behind the counter comes to light, then the scientific temperament is seen engaged in happy activity. To be sure it is expressing itself in a totally different way from any of those mediums already indicated; but the essential qualities of this temperament are nevertheless employed, and its real objects are attained as surely in this field as in any other. To be a good saleswoman, one must possess infinite patience, love of detail sufficient to make one's

self perfectly familiar with every smallest part of stock and duties, and the critical instinct keenly enough developed to discern immediately the relation between the customer, what she wants to buy and what she should purchase. The good saleswoman must have, too, an appreciation of material things, an interest in them, a desire to see concrete results from her efforts, and only such a personal interest in her customers as will enable her to sell them goods in such a skillful and satisfactory fashion that they will be sure to return. Further than that she need not go. There is here no necessity for that close human relationship, that recognition of the human element, that intimate study of an individual which some callings demand. Truly enough the saleswoman must have a certain quick and superficial understanding of human nature, so that she will not waste time by a false approach to her customer. She must know instinctively the tone of voice to use, the tactful answer to make, the best line of attack. This is not subserviency, it is artistry. The dramatic temperament has not the patience for such work, neither has the work the human appeal which this temperament likes to meet. The philosophic temperament would never carry through the detail which such work requires, nor has this work sufficient of theoretical interest to attract it, but the

scientific mind finds here one of its most efficient outlets.

It is perhaps easier to see the connection between the scientific mind and library work. Here one instinctively expects to find a person whose mind works in an orderly and well-mannered fashion, one who is good at detail, accurate, analytical, critical of every flaw, liking technic and becoming perfect in that technic. In fact all the qualities which seem to pertain to the scientific temperament at once appear as characteristics of the ideal librarian. And yet much is said of late of the necessity for the librarian to be more than a machine, of the call for a social attitude in her work and of the emphasis which should be laid upon human relationships as they affect a librarian's duties and as they are affected by her performance of them. It may be, indeed, that though the application of the temperament seems at first sight perfectly reasonable, yet the ideal librarian should really combine other temperamental gifts with those of her scientific background before she is fully equipped to do this work according to the new and ever-increasing demands that are made upon it.

The scientific temperament exists often where it is least expected. Its possessors frequently, because the temperament is not recognized, find themselves in wrong occupations. These people do not

make glaring failures, for they are too persevering, too industrious, too patient actually to fail. But they do make difficult successes and also become unpleasantly insistent in their pushing determination to succeed. Tact is not a characteristic of this group. But determination to succeed is very characteristic. The incorrect placing of this temperament is more fraught with difficulty to other people than it is to the person herself, for, incorrectly placed, she becomes a thorn in the flesh, a disturbing element, a seeker for success who will mount, though on the necks of her fellows.

CHAPTER X

THE INTERDEPENDENCE OF OCCUPATIONS

MANY interesting positions possess a large ancestry. For example an employer called up a vocational office one day and asked for a college girl who was an expert mathematician, a stenographer, a bookkeeper and a practical chemist. Another time a girl who accepted an important publicity position with a public health organization would not have been eligible for the place had it not been for her experience as a newspaper writer, private secretary and chemical assistant. Each of these positions required many ancestors in the way of various kinds of training and talents. A girl who had been trained along one line only and whose experience had been exclusively in that line could not have been even suggested for such positions. They required variety more than specialization.

No matter in what field a girl takes her special training she can always combine it with her other gifts, training and experience in the securing and developing of some interesting work. The combination position arises more and more frequently.

This can be best illustrated by taking some one field of work such as household economics, and showing the various positions which it offers and which nevertheless require other training. Education in this subject may frequently be tied up with that received in other sciences and professions, and so used in connection with knowledge gained in educational, social, scientific, artistic, literary and public speaking fields.

Many such opportunities have sprung from the passage of the Smith-Lever bill which became a law in May, 1914. It provides for government funds to be used for coöperative agricultural extension work between the agricultural colleges and the farmers. This shall consist of giving instruction and practical demonstration in agriculture and household economics to persons not attending or resident in the agricultural colleges. This work rests on an economic and social basis. It is commonly referred to by the students in the state universities from which a large amount of the work is done, as extension work, and in the largest sense of the word it is exactly that. Here is offered an excellent opportunity for the girl trained in household science who wants to make this training connect with some phase of social work or with public speaking. It is also frequently a good field for the girl reared in the country who understands the

needs of rural communities. In one state in which this work has been successfully developed, a university professor in charge of the workers in this field has stated definitely that he would never accept another woman who had not been brought up in the state. Those from away, so he claimed, had never been successful because their lack of knowledge of local conditions had prevented them from having a sympathetic understanding of the people and their problems.

Fundamentally the work done under this bill is an effort to make farming more efficient and remunerative. In this way it is hoped that the farmer and his family will have a larger net income and thus have the means of improving their home and community life. Just as this subject, before it can be considered specifically as a field for women, must be estimated in its general aspect, so must all fields of work in which women are concerned be contemplated in their full economic aspect, before turning to the phase which pertains especially to women themselves. Girls, women students and women of every class must be made to realize that their work is not an isolated sex problem, but rather an important factor in the great economic field, and as necessary a part of the world's industry as the work performed by any group.

So with the work done under this legislation. It plans for work to be done by both men and women as: first, extension agents, who are to be located in the different counties to advise the farmers and to encourage better methods and to carry on demonstrations; second, workers, to organize boys and girls' clubs, in connection with the country schools, to consider some of the simple domestic science and agricultural problems; and third, a staff of specialists in agriculture and home economics, to be organized as part of the faculty of the college to go about in the state helping the county agents in their work.

At present there are agents in one thousand out of the three thousand counties in the United States; and last year about four hundred women were employed in such work, largely in the south where the domestic science work has been carried on longer than in the other sections of the country. A constantly increasing number of women are being so employed throughout the entire country. Their specific work consists of "work in the moveable schools, at which the demonstrations are given in cooking, sewing, household conveniences; of the organization of women's clubs for the purpose of studying household economics and allied subjects; of planning and organizing canning clubs for both children and adults, teaching them how to prevent

many of the wastes of the farm by canning and preserving fruits, vegetables and meats by rapid and commercial processes; of organizing women's clubs which have to do with a wider outlook and with matters which do not seem to pertain to the home; and finally, the work of the organizer is not complete unless she has successful personal contact with the various individuals whose needs cannot be satisfactorily served in a group."

The extension service of the Massachusetts Agricultural College has two women workers in household economics. This means that the homemakers of that state have the same privilege of calling upon the college for assistance in solving their problems as have the farmers. This work has been carried on for about three years throughout the state and now stands ready, according to its own bulletin, to give the following service:

Talks at regular or special meetings upon such subjects as individual organizations may select; demonstrations in different phases of cooking; a series of not more than three meetings which would include a cooking demonstration if so desired; conferences with those interested in school questions to discuss the advantages of certain courses of instruction and the possibility of having some household science work done in the schools; suggestions for planning a year's study course along homemaking lines for groups of women; advice and assistance in the

organization and development of work among girls; instruction in household economics in extension schools by demonstrations and lectures which are largely illustrated; and suggestions and references which would be of help in preparing papers and debates.

This work, it will readily be seen, calls not only for very thorough but for diversified training. The worker must be skilled in the science of household economics. She must also be well grounded in the principles and the spirit of social work. She must be a convincing and experienced public speaker. In addition to these definite accomplishments she must have a broad background, human understanding and good fellowship, and abounding common sense. Doing extension work with the opportunity it offers of social service, of more or less public speaking, of a certain freedom of life, going as occasion demands from place to place seems to many girls a most liberal and inviting prospect. It is that, truly, but in order to do this work effectively much more preparation, training and experience in life are needed than is possessed by the average girl just leaving college. It is, however, an excellent goal for a girl, and sometimes there comes directly from the graduating class a student who has had sufficient experience to enable her to do such work efficiently.

A. G. True of the United States Department of

Agriculture, in speaking of the Smith-Lever bill, says, discussing the future organization of the work which women from the universities shall do:

"Men take up the work as county agents as permanent life work. Women agents are very likely to leave the service to manage homes of their own. In view of this how shall the work be organized?"

To work out a solution to this question which Mr. True has left unanswered is a good piece of constructive work awaiting the energies of some young woman.

Another line of non-teaching endeavor calling for training in an additional line of work which appeals to the girl trained in household science who wants to do social work is that of the visiting housekeeper. She is found now in almost every large and in many small cities working sometimes under the direction of the charities, sometimes supported by the city or state and sometimes working with the Young Women's Christian Association. The girl taking up this work must be thoroughly versed in her household science, she must also be a trained and skilled social worker so that she may approach her problem in the right spirit. Her definite task is to be at the service not only of the families of the very poor, but also those of average means, to educate the mothers in all matters that

pertain to the home. Writing on this subject an authority says:

Not only do the efforts of the visiting housekeeper tend to better immediate conditions, to educate mothers and children; but they may even have a deeper significance and eventually have a vital influence in helping to eliminate the shiftlessness which is often the root of the difficulty which has resulted in bringing the family under the supervision of the housekeeper. The knowledge of this young woman who goes from house to house endeavoring to straighten out conditions must be multifarious. She must understand the psychological, sociological and physiological cause back of the lack of worldly success and well-being, and know how to plan and carry out a course of treatment that will bring the family up to a higher standard of social and individual efficiency. She must always be ready to give practical help and advice. Her training must embrace a large fund of technical information. She must be a domestic science expert versed in the Art of Right Living. She must have had an all-round course in household management, rather than one in which the emphasis is placed on any one subject. She must understand the sanitary care of the house; essentials of personal and sex hygiene; the fundamentals of social work, that is the modern methods of case work; the recognized social agencies with which she may coöperate; and must also be familiar with the general industrial conditions together with the local situation.

The immediate help which can be given to willing but ignorant mothers by the visiting housekeeper is almost

limitless. To find a baby who has been weaned from the bottle directly to black coffee and put it on a decent diet, to teach a mother who has been feeding her young family all sorts of unnutritious and harmful foods how to feed it more cheaply and more properly are a few of the many successes which the housekeeper may hope to achieve. As one young mother said who had seen her babies grow round cheeked and rosy after learning how to feed them on the same money she had been spending improperly, "It was not that I was not willing to buy the things for my children, only nobody had ever told me what were the best things for me to buy."

Again the girl with household economics training, and the desire to do social work and with some training in the latter field, may find the position she desires with some social settlement, community house, or religious settlement where classes in domestic sciences and arts are maintained for the neighborhood girls and where the purely academic function is subordinated to the social demands of the position. For such positions it is necessary for the girl to be able to handle classes in both domestic science and domestic arts. It is also essential that she be able to deal with girls in a group, that she have something of teaching ability and be possessed of a fine and sane sense of democracy. These positions, like many others connected with the social field, do not carry high salaries. This is one of the reasons that they are frequently

open to girls just out of college, providing they have had the necessary training and have the right personality. This sort of work, however, in contradistinction to that done under the Smith-Lever bill and the work of the visiting housekeeper, cannot be considered an occupation in itself; as it offers chiefly a chance for experience and later an opportunity to work either into the teaching field or into some special branch of social service or household economics.

To the girl with the business instinct, household economics offers great possibilities; giving her a chance not merely to work upon a salary which may eventually become a large one, to do work for which she must take the initiative and responsibility, to combine her household economics training with her business sense and training; but also to go into business for herself and to become an independent worker. She is most frequently the girl who is interested on the food side rather than that of the arts. She is likely to be more executive than artistic. And so she looks for opportunities in catering, lunchroom, restaurant openings; tea room management in department stores; factories and public school lunchrooms, cafeteria management, and positions as housekeepers and superintendents of hotels, clubs and summer resorts. Some of these lines of work such as catering and certain most

successful forms of tea and lunch room management call for one's own capital without which the work does not offer any great inducements.

An editorial, a year or so ago, from a large eastern paper, commented upon the work being done at the Agricultural College at Ames, Iowa, where the young women in the junior class in the home economics department were being taught, among other things, how to plan, prepare and serve a wholesome, well-balanced meal for twenty-five cents. These meals were not merely theoretical, they were practical, and became so popular that the public clamored for admission to them. Authorities stated that many of the lunches so served were quite sufficient for dinners. Housewives, it was said, pronounced them "delicious and reasonable." To this was added the important statement that the actual cost was always less than nineteen cents a plate so that the girls had a narrow margin for table decorations, laundry work and incidental expenses. It was true of course that they did not pay rent, or collect for their own labor, and were not under the other expenses that push down the margin of profit to the hotel keeper and the tea room proprietor. The interest taken in the effort, which is similar to that now carried out in many departments of household science, was interesting for two reasons.

Firstly it seems to negate the comment recently made by an educator to the effect that household economics courses were spending too much time upon the esthetic side of their work and not enough on the practical problems which the girls would have to confront. He took the position that household science would only be truly beneficent if everything was removed from it that could possibly pertain to the theoretical, philosophic or esthetic side, making it of the ugly-useful kind. He is doubtless the kind of man who doesn't care for flowers on the table and who believes that coarse table linen serves the purpose of covering the table just as well as finely woven cloth, never considering that the real value of all material things is the mental and moral reaction which we get from the stimuli which they furnish. The Ames results prove that practical value of a high order can be achieved without so limiting the course. And yet it is just such men as these who are going to make the effectiveness of vocational courses limited because they want to make them industrial rather than vocational, instructional instead of educational.

There should be a trump of warning sounded to this type of educator, and it can come from no more fit a group of people than those who are watching the real results of cultural and vocational

education upon the girls that pass through its daily mill.

In the second place it has an interest because it suggests to the girl with the business eye the possibility of forming classes for decreasing the cost of cooking, or of opening a tea room or lunch-room to be operated with this same end in view. The editorial referred to throws out the following question which is worth a tentative answer:

"If Ames girls should overspread the United States can it be questioned that the cost of living would go down while the quality of living would go up?"

Helen Kinne of Teachers College New York, in contributing on this subject to a volume on vocations for trained women published by the Women's Educational and Industrial Union of Boston says:

The value of applied science is steadily gaining recognition. The great interest in nutrition manifest in so many quarters has given a new interpretation to the positions of matron or superintendent of the dining rooms of the large institutions. For many years women have done good work as stewards and housekeepers but on the whole the dietaries of our college and school dormitories and even of our hospitals have fallen far short of the requirement for proper nutrition. This has been so strongly felt in the most progressive institutions that the dietition is coming to rank with the members of the teach-

ing staff, and in our hospitals severe training is required in preparation for the demand for practical women who have also the training on the scientific side. With this demand there has happily come about an increase in salaries.

This work in dietetics, as indicated by Miss Kinne, is not confined to the hospital but there is also a call for trained women in schools and other institutions. The institutional dietitian, according to Miss Florence Corbett also of Teachers College, works in the various divisions of the dietary or food administrative departments of the institution, but is more useful when she is prepared by reason of native ability, special training and experience to undertake the supervision of the entire dietary department, and all the phases of food administration in the institution. In addition to these duties she is often required to teach her subject to classes of nurses, to her own employees and to pupil dietitians. It will be seen from this description that the best dietitian must have not only the professional training and experience but she must have definite personal qualifications. Though not technically called a teacher, yet the all-round dietitian must possess certain of the teaching traits as she will be called upon to handle various classes. She must be an organizer, able to handle people as well as materials, contented to live an institutional

life, and not out of sympathy with hospitals and medical needs.

These comments upon the duties of dietitians, emphasize again the necessity for broad training in addition to vocational work and the help that it is to a girl to have her education as broad and comprehensive as possible; and finally the indisputable fact that every bit of training, education and experience that she has had along any or every line can and should be of use to her no matter where she is employed or in what capacity. The belief which exists among many girls who enter for a course in domestic science or library work that the training in that one department is all that is necessary to make them efficient, proficient and valuable, is a belief which should be summarily slain, drawn, quartered and buried. The necessity for much wider knowledge than one is called upon either to impart or to use in daily work is supposed to be part of the college girl's equipment. Whether or not it will continue to be so, seems sometimes to be problematical.

"Tell all the girls who ask about opportunities in household economics, to learn how to write."

That was one of the latest pieces of advice given by a successful young college woman who had been trained first in scientific and then in household economic lines, and had eventually gone into edi-

torial work, where she is now engaged in preparing and publishing a large amount of popular material along the lines of household science. She is emphatic in saying that the advertising field is waiting for women to write display and reading advertisements as well as copy for booklets—women who are trained writers and who have the scientific and practical knowledge as well. A girl who is considering this line of work must be warned that a trained writer is not merely one who has taken the English courses in college or even the work in the school of journalism; but instead, one who, after leaving school, works in the writing field until she acquires a distinct, simple, professional style. Only recently has it been possible to secure technically trained women whose scientific knowledge was sure and who were able to write, who could handle food publicity or the many popular editorial pages in the countless magazines having to do with food and household problems. This is a field which is steadily increasing and should offer great inducements both in the way of permanent work and good salary to the girl who wishes to use both her training in household economics and also her ability to write.

Thus far we have been considering the girl who was concerned with the science end of household economics, the one who had the food problem or

some phase of it in mind. What of the girl who cares for the art side, and is interested in clothes, costumes, design, color, line and kindred things? One talent which combines excellently with this trend is business instinct both native and acquired. The young woman with the artistic interest is often given to minimizing the value of business sense, and sometimes comes to grief on the rocks of her own disdain.

We do not often think of the dressmaking field as one which is likely to interest college women, and yet there are several graduates of Pratt and similar institutions who are holding desirable positions as heads of dressmaking departments in large stores. They are earning from thirty to sixty dollars a week, though their beginning wage was much smaller. It is probable that with the development of the courses in household arts in many colleges and universities, and with the approaching change in the foreign clothes market there will be additional opportunities in America for the woman trained and educated in this line, and that she will be more and more enabled to see the value of such openings. Many of the best possibilities will come to her if she is able to go into business independently. I am often asked by college girls at interviews what openings there are for women in the designing of clothes and costumes. The

young questioners are always definite in their statements that the only connection they would be willing to establish with a dressmaking shop would be one in which they were allowed to do all the designing and the designing only. It is difficult to make them realize that an experienced dressmaker, familiar with the history and custom of design and knowing the practicability and popularity of lines, combinations, and other effects would hesitate about turning over this most important part of her work to a girl not only inexperienced but practically untrained in the actual work itself. Girls interested in design must realize that they should go into a shop as actual workers, making buttonholes, sewing seams or doing whatever comes to hand. Their latent ability will not long remain unnoticed. One of the most necessary things to teach the college girl is an appreciation of what an opportunity really is. An opportunity is often like a baby. It doesn't look like much at first, but if it be only tended conscientiously, watched, fed and given a chance to grow and develop, it will soon be healthy and husky and more than visible to the naked eye. It is not possible to get babies full grown to begin with and opportunities, frequently the most interesting of them, often arrive in an infantile condition.

In the millinery field, in spite of its great handi-

cap which is the short season and which results in under-employment, there are many opportunities for the women who are willing and ready to work up. In a large department store in New York are two women assistant buyers, drawing each a salary of six thousand five hundred a year. Whenever instances such as these are quoted the speaker invariably adds: "There are splendid opportunities for college girls in department stores. I don't see why more girls do not take advantage of them."

One reason why more college girls do not accept the inviting future which the department store offers them is because of the period of uncertain and not altogether pleasant apprenticeship. We are not training our girls to endure unpleasant things. We are training them in the intricacies of the side-step. We are not educating them to bring out the iron in their souls; but we are educating them to believe that the need for iron passed away with the rigors of the stone age and vanished when the last witches were burned and when it became no longer necessary to make sacrifices for one's convictions. If prospects of hard work, unpleasant conditions and similar objections can retard a young woman from following a profession which otherwise she would choose, she is not worthy of any success which it might have to offer. Suppose an apprenticeship is unpleasant.

What of it? Who ever taught us that life was made only for pleasant things? Does one think for a moment that the future pianist is rhapsodically ecstatic every minute of the long hours he puts in on scales and exercises? Are the coming painter's days all days of joy? Does even a mother, supposed to represent woman's realization of her highest desideratum, find all her moments easy and delightful? If the turning of women into occupations other than teaching is not accompanied by emphasizing upon the minds of these girls the necessity of meeting difficult and unpleasant situations without flinching, then the entire movement has been conceived in error and wrought in a big mistake. There is a real danger that many girls who did not want to teach believe that the movement to help them enter other occupations was fostered simply because they did not "want" to teach, thinking that the fact that they were likely to be confronted by something they did not like was the real motive behind the vocational movement. In reality the motive was so to place young women that their work might be the most productive and the richest from the viewpoint of the world. But because of the belief that the unpleasant thing is made to be avoided the girl who would like the emoluments, who would enjoy the work in a department store and do it creditably is deterred because

of certain unpleasant characteristics of the apprenticeship days. What can be done about it?

There are still other openings in domestic arts for the non-teaching girl who wants to combine other training or talents with her art work. One of these is interior decorating, a profession the very name of which is full of allure for the artistic girl. The training which a girl can receive in her household art courses should be valuable in helping her to start in this line of work, though additional training in an art school or working in a shop as an apprentice would also be of immense value. Too often a girl with a little artistic appreciation believes that this feeling is an indication of ability. She has an eye for color, some little skill in the arrangement of a room, and so is convinced that she has the ability to make an interior decorator. There are two ways of entering the business of interior decorating. The first is to take a selling position with an interior decorating firm where one may learn the business end. The payment there is usually a commission on the sales made, and in any event is small. This is approaching the work from the commercial side. The other way is to receive as thorough a training as possible and then open a studio and build up a clientele in the same way a lawyer or a physician waits and tends the fires of his profession. The latter method presup-

poses some ready money, for such a business cannot become immediately profitable or self-supporting. The first method is unpleasing to girls without a commercial gift, and they are not at all sure to succeed in it. The second is impossible for the girl who has no ready funds and can secure none. Again a point to be considered is that there is not the same call for interior decorating that there is for laundry work and catering. It is not even one of the necessary luxuries, and if a girl opens a studio in one of our western cities she may be one of those who finds that people having the means to employ an artist to furnish their home will frequently send to the large cities so that they may enjoy the distinction of having their house done by a well-known name. Mere artistic taste is not sufficient guaranty that she will succeed in this difficult profession. A keen business instinct or a partner with it is an absolute necessity, for a large part of the profit of the interior decorator comes from the handling of the materials to be employed in decorations. Unless she knows how to interest her patrons in fine stuffs, unless she is a good saleswoman as well as a real artist, her little venture will soon shut up shop because of unpaid bills. Another requisite for this young venturer is a fine social instinct that will enable her to meet and make friends with the people whose patronage

she desires. She must be tactful, charming, as artistic to look upon as she wishes her work to be thought, and as cool and clever as a mathematician. If ever any one needed the friendship of the Mammon of Unrighteousness, it is the interior decorator.

Always interesting are the occasional positions, those of which there are but a few in the entire country. Sometimes these are evolved because of the clever work which an individual has done and again they are the product of a changing social condition, which at the beginning will admit of but few workers. The study of public markets and the giving of lectures has offered opportunities for the woman trained in domestic science who wants to use both her writing and her public speaking ability. These lectures have not always been academic in tone nor have they been given only in educational institutions. Women's clubs, civic organizations and other groups concerned in social and civic welfare have been attentive to this subject. There is also the occasional woman who makes a success of conducting pageants, employing here, in addition to her technical skill, her dramatic sense. Unless she is more than ordinarily talented and able she finds it necessary to combine this art with some other business less casual. Window decorating which should offer eventually good openings for women is still practically monopolized by men. Occasionally

there comes a call for some one with a thorough knowledge of textiles. From now on the demand for textile authorities will increase. This means, of course, not only thorough training in household arts but in the chemistry of textiles as well.

A number of states have created executive and supervisory positions which are filled chiefly by women with training in household arts. Under the operation of the new vocational law of the state of Indiana, Miss Adelaide Steete Baylor, who had been general assistant in the state department of public instruction and clerk of the state board of education, was appointed not long ago to the position of State Supervisor of Household Arts. This is a position demanding not only expert knowledge but excellent executive ability. Other states having some form of state supervision of household arts are Illinois, Louisiana, Massachusetts, New York and Wisconsin. A provincial director of household economics was appointed in 1915 in the department of education of Saskatchewan, Canada. The appointee was a woman, Miss F. A. Twin. The appointment of similar directors was expected to follow and may indeed already have taken place. These provincial directors correspond to similar officials who serve in our states.

Though considering household economics in this chapter as an example of how several lines of train-

ing may be combined in the filling of a single position creditably, one cannot leave the subject without calling attention to the one phase of household economics work which has not yet been honored by being called a profession, and yet which calls for every conceivable kind of training and experience. David Snedden, Commissioner of Education in Massachusetts, has been one of those who has called attention to the calling of the homemaker, that unstandardized tasking occupation. In speaking before the seventh annual meeting of the American Economics Association he expressed his belief that the time would come when the State would insist that every girl or young woman should, at some time, learn in a definite and effective fashion the more essential details of homemaking. The required preparation for wage-earning vocations, so Mr. Snedden believes, will not be seriously interfered with by this extra demand. In this statement Mr. Snedden gives expression to the belief growing in many quarters that the real education for a woman must center around a home, as the average woman, also by far the large proportion of women, will, at some time or other and probably for the greater part of their lives, have homemaking as their occupation. One proof of the growing popularity of this idea is demonstrated by the fact that when some two or three years ago Smith College

was talking over with its alumnae the possibility of introducing some vocational work into the academic course, the subject of home economics was the only one considered. That a negative action was decided upon does not in any way change the fact that this subject seemed to be the only one which was considered as a suitable possibility.

One might expect then to find already a close connection between the homemaking instinct and the subject of household economics, and to see the gentle home-loving girl majoring in this branch. But is this really the case? It would seem not. The girl who elects home economics usually does it because she is distinctly practical and because she believes the field to be a profitable one from a money standpoint. Young women with executive and administrative ability also find this field attractive. And the retiring, home-loving girl is still electing literature, history and French, possibly economics and sociology, planning to teach literature and history or else to go into social work. The practical side of the home economics course has not appealed to her. Not even the girl who expects to marry soon elects this subject with any idea of its being of practical and immediate use.

To the college girl, then, household economics seems as yet a profession like law, teaching or social work, far removed from the real pursuits of a quiet

home life and to be followed for professional and not domestic reasons. Widely increased might be its value if courses could be offered which would be of real and apparent value to the girl going back to her own home.

If household economics, which seems to be strictly scientific, rather isolated from other affairs and a world in itself, can offer chances to combine its training with that received in other departments, is it not true that the same interdependence of occupations can be observed regardless of the field from which one takes his bearings? Life is complex. Opportunities are intertwined. Labor is complicated. There is no knowledge and no training that can not profitably be employed whatever the field of employment. There is no talent that cannot find an outlet whatever the current of life.

CHAPTER XI

THE COLLEGE GIRL—HER OWN EMPLOYER

Tossing a gay defiance to the unknown and welcoming each strange event that crosses the path, comes now over the mountains that most radiant vision of youth—the adventurer. Not only from the ranks of men are recruits gathered, for women too have followed the rainbow to its end. And when they found no pot of gold on the sunless ground, they rested in the cool shadows and dreamed of other days to come and other rainbows. When morning awakened them refreshed, they yearned for the rains and the storms and the clouds, that the rainbow might come again to lure them on with its glittering promise. Temperamental enthusiasts? Possibly. Impractical dreamers? Perhaps. Yet be glad that in this harsh world there are dreamers and romancers, who love to wander along country roads, faring forth indefinitely; and who do not fear the untried but are eager to join the wilderness-breaking army of pioneers.

Theoretically, individuals and institutions react to the stimulus of adventure. Concretely, parents

and colleges discourage the spirit of adventure in girls. They talk glowingly and proudly of their ancestors who faced the dangers of a new and untried country, of their grandmothers who lived in frontier lands with savages and wild beasts for outposts; and yet when their own girls, with a natural recurrence to type, develop venturesome tastes, parents lift hands in horror, fearing to let them out of their conventionalized centers lest the fine make-up of civilization be washed from their faces. Those things of which they boast in their forebears, they view with dismay in their offspring. The truth is that girls need more of the old time valor. They need to be encouraged to go forth and find, to leave behind them their fearfulness and indecision, and to seek stimulation and inspiration in the exploration of unknown fields. A girl looking for a position has suggested to her a mild little opening in Iowa, and she looks at the interviewer as if she had suggested Kamchatka or the South Sea Islands. A young college graduate, out of academic walls for a couple of years, confided to a vocational adviser her great desire to go to California. She looked amazed when the adviser said:

"Why don't you go?"

"But," she replied, "I have no position there."

"You might get one after you arrived," was suggested.

And then she fairly shrunk into herself.

"I couldn't think of going 'way out there," she panted, "unless I knew before I started that I had a position."

Questions revealed that she had no college debts, no family obligations, that she was well and healthy and able to command a fairly good salary. And yet in spite of all this she was too fearful to venture forth on anything but a guaranty. She did not have spirit of adventure enough to undertake her fortunes in a safely civilized country like California. It is curious, too, that although we like to think of America as the land of free and brave people, yet English and Scotch women have more of this venturesome spirit than have the American women. In all corners of the world, one finds these sisters from across the water who are working in different cities, from time to time, at their special trades and professions, and openly admitting that they are moving about the world in search of new adventures and new knowledge.

And yet the independent girl, the little journeyer after adventure, who goes into business for herself and becomes her own employer, makes good in a multiplicity of ways. She raises bees or live-stock as her temperament and her opportunity designate. She is a dairy farmer, an agriculturalist, a florist. She runs a meat-market or designs jewelry, lays

brick or stone at a stress, makes dresses and hats, indulges in carpentry or cabinet making, is a success as an independent banker or broker, not despised as a commercial traveler and certainly not as an interior decorator. She writes insurance policies that drive away insomnia and dramas that sometimes have the same effect. She acts as a newsboy in some eighteen instances in Chicago alone, deals in real estate, sells anything that any one wants to sell and a great many things that no one wants to buy, works in her own laboratory as a skilled chemist, is often a prime mover in social matters of real import, acts, dances, sings, writes everything from poetry up to advertising, pulls teeth for a consideration, designs and carries out the designs for houses, interprets the law in her own office, gives medicine and makes incisions, has a license as bill-poster, takes photographs and cares for the sick, makes bread and manages theaters which she sometimes owns, operates cafés, restaurants and hotels, and, with a college degree safely packed away in her head, has not thought it beneath her dignity to become the successful owner and operator of a laundry.

It is quite true, however, that not every type of girl is fitted to be her own employer, and to trust to her own judgment and resources. Special qualities of character and mind are required for this

task, and the girl who has inherited the retiring quality or the lack of independence or a weak initiative, is not the one to go into a line of work where she must rely upon herself. The girl who is to be her own employer must first of all be independent in thought and action, knowing what she thinks, regardless of the opinions of other people, and not afraid to act upon her own convictions even when they run counter to accepted customs. If she is a worshiper at the altar of conventions she should never engage in an independent enterprise; for, so far as women are concerned, such activities even yet are more or less frontier in type and must be undertaken by the pioneer mind. The girl who is her own employer must be fearless. She must not fret over danger, either large or small, which may lie in wait for her. She must be full of bravery. She will need it in the face of opposition and financial problems and, worst of all, the possible disapproval of friends or the failure of cherished plans. No coward or quitter can be a suitable candidate for the joys of independent livelihood. This girl must be brave enough to play out her hand no matter what cards are dealt her. She must be of the gladly venturesome spirit—not afraid to take a chance, not waiting, before she opens her office, to have a year's rent and living expenses safely banked. Though it is a relief to have one's finances

safely insured against the time of waiting which faces young people going into a new business; yet if each newcomer waited for that assurance, there would be a wealth of empty offices, a sad dearth of new talent and many names missing which now are listed among the bravely earned successes. What America needs today, both in its women and its men, is more of the old pioneer spirit, the mettle which made this country and which an artificial civilization and the vanishing frontier are in danger of destroying, the vigor which has challenged defeat, the great virtues which today we stand in danger of losing. After courage and the pioneer spirit, the girl in independent work must have initiative, ability to act when the problem first presents itself, to be the first in a field.

Aside from these psychological qualities which seem so vague but which after all are her chief equipment, there are two material conditions which should be considered before a girl goes out "on her own." In the first place she should be sufficiently equipped as to training, experience and health to undertake this adventure. All Arctic explorers, the most venturesome of people, call it but a necessity to see that they are well equipped before their boats set sail towards the cold. They do not take men who are untrained, unhardened, inexperienced or ill, and they do not go without food or supplies.

So a girl venturing out into an unknown land, brave little frontiersman though she is, must be fitted for the journey which she has to take. She must have her woodsman's axe, her side of bacon and her flour, she must have a frying pan and coffee pot, and some matches where they will keep dry, and perhaps a pick and shovel and a pan in which to wash gold. Literally she must have enough technical training so that, in a day demanding a high degree of technic, she will not be at a disadvantage which she cannot overcome. It would be folly for a girl who wanted to be a lawyer to open an office if she had not at least completed her law course and been admitted to the bar. The law would not allow an ambitious young doctor to be less circumspect. The architect knows something of architecture before he expects to attach to himself a profitable clientele. The girl opening a tea room is supposed to know something of food, of menus, of buying in large quantities, or serving, of cost of food and cost of preparation before she sinks her funds in this venture. First her training must be enough for an intelligent preparation, then her experience should be such that she will not find herself beset every moment with a new set of experiences to solve, and in the last place, she should be well enough to do her work successfully, to meet dull days cheerfully, and unprofitable clients and

customers with *sang froid;* and above all, she must have the abundant vitality that will never admit the possibility of defeat. These are some of the needs of the girl who is about to embark upon either a business or a profession in her own name. While money is not essential, if she has the strength to succeed, yet if she has other people dependent upon her she is not wise to start out on a new venture without some money reserves. She could chance it for herself, if she was young, well-equipped, somewhat experienced and healthy, even though she had no money in the bank and might have to do some complicated problems in arithmetic in order to meet her rent and her fourteen cent checks at the delicatessen shop. But if she has others dependent upon her, so that the immediate coming in of money is necessary not only for herself but for the sustenance of others, her right to make this venture might be questioned. Under such circumstances she would not necessarily fail to make good, but she would be working under such a tremendous pressure of necessity that there might be a serious question as to her ability to hold out until the final day of success. She should, in other words, be able to afford financially to take this chance. If she has only herself to consider, she will not starve or come to grief, even though her profits come in slowly; but if atop of all this she has the responsibility of

carrying someone's else cares, the combination would be too great a strain.

Many girls who have gone into business independently have been splendidly successful. The story of the two Smith College women who operate the Sunshine Laundry at Brookline, Massachusetts, has become almost a classic. They received their impetus to go into this work from another sister, a college teacher whose clothing often suffered harsh treatment in laundering. She had often exclaimed: "If I wanted to go into business I would start a laundry." So the two Miss Whites commenced an investigation of laundries, their work and methods of operation; and finally decided that the first aim should be to have the rooms radiate sunshine and cleanliness, and that there should be ample skylights and many windows to supply fresh air, and to give the worker every opportunity to see the quality of her work. They believe that their college education has helped them in this business in that it has trained them to see quickly the best way to meet a situation, and has enabled them to form the habit of separating essentials from non-essentials. Personally I believe one of their sources of strength to be their name. "Sunshine Laundry" suggests immediately fresh, clean, wind-swept and sun-touched clothes. It carries to the prospective customer a seeming guaranty of the

work he may expect to receive. Such a name would however be of no value unless it were followed up by satisfactory workmanship.

How many people have ever heard of Miss Alice Duckin, known as the "lady sky-scraper builder," who began work as a typist in the office of an architect? She was fortunate in working for men who saw her possibilities and were willing to give her the chance to develop, and almost from the time she entered the work they allowed her full scope. She mastered the building trade and is now chief partner in the firm of Duckin and Lass.

There is the college graduate who managed her own theater, making and losing her money and gaining her own experience. There is the other one who is a successful stage manager, and still another who is publicity director and general manager of one of the new art theaters. Two of these women are graduates from western universities.

Practically every woman who has made a success in the professions is an example of the college girl who is her own employer, for almost all professional women are college bred and comparatively few of them have stayed in salaried positions. Among the undergraduates in a certain western college are two girls who want to become civil engineers. This presents a fair example of what confronts a girl who is breaking new ground. If she

wants to become a civil engineer, she can receive the academic training at several different institutions in this country. Then will come the difficulty of getting into a position where she can make use of this training. The world is admitting women little by little into new fields, but it still looks askance upon a number of women's activities and among them is that of civil engineering. It seems to the world so unlike a "lady." The best thing a girl can do who is determined to enter this profession and who has been educated for it, is to go to some town where she intends to live, open an office and wait; and in the meantime invite business. Some day there will be a sudden call for a piece of work when no man is available and she will have her chance. Or again, some one pleased with her perseverance and convinced of her ability will give her a piece of work—and she will have her chance. She may have to wait for a long time, or luck may sit beside her as she plays and the period of waiting may be short. It might be simpler to go into an office in some small capacity, but there she would not be an independent worker, and it is doubtful if she would be given any very good opportunity to advance beyond a certain point. The danger would be that she would develop into a competent office woman, and would be content to remain in that position. As an example

of what women are attempting and the difficulties attendant upon their efforts, it is interesting to note that Nora S. Blatch, daughter of Harriet Stanton Blatch and granddaughter of Elizabeth Cady Stanton, is a graduate of Cornell University with a degree in civil engineering. She has recently filed an application in the New York Supreme Court requiring the American Society of Civil Engineers to admit her to membership. This one little act shows rather conclusively how women in this profession are considered by so august a body as the American Society of Civil Engineers. It would also raise a doubt in the minds of some as to the desirability of joining a society when such a juncture could be effected only by action of the Supreme Court. And yet Nora Blatch had a motive really finer than might appear, which should overshadow the distaste one would feel in forcing one's self upon an organization; for this action of hers was more for the purpose of definitely establishing the status of women civil engineers among the engineering profession of the country, than for the sake of getting herself, an individual, into their councils.

It seems superfluous to cite the achievements of women in law, medicine and kindred professions. Some women have arisen to the high position of judge; and there are many successful women physi-

cians in hospitals, private practice and even in surgical work. The fields of law and medicine mean a professional training of not less than three years after the completion of a college course and a recognized term of apprenticeship following this study. This is time enough to test out devotion to a profession and fitness to cope with its everyday affairs as well as with its occasional blaze of high lights.

The "back to the farm" slogan has appealed to women perhaps fully as much as to men, and many have given up city positions, already beginning to pall, to return to the country and to take up the independent existence of a farmer. Many of them have gone into some specialized branch, others have gone in for diversified farming and still others have taken up stock raising and dairy farming. Mrs. William Arack of California is said to be the only woman in the United States who raises ostriches. She has over one hundred birds and clears about forty dollars a year on each one of them. The woman who makes a good independent living from bees is no longer a novelty.

One young girl in Cincinnati took up bee keeping simply as an interesting and delightful hobby. She became so absorbed in studying the wonders of their "house in order" that she developed a business; not only from the sale of honey but from the raising of colonies for stocking new hives, which she ships to all parts of the

country. This business is in many ways especially adapted to women. It is not too heavy or laborious, it requires painstaking care, and being out of door work is usually healthful. But after all the girl who goes in for bee raising, like the one who takes up any kind of an agricultural life, must be one who loves the out of doors, who delights in manual labor, who is fond of animals and who can live contentedly without constant social stimulus and away from everyday opportunities of music, theaters, lectures and other coming-together places of congenial people.

So writes Mrs. J. A. Griffen, herself a successful farmer near Madison, Wisconsin. She says further in connection with stock raising:

But let us first consider some of the simple lines of agricultural work which may be chosen by any one who has a liking for animals and a fondness for the out of door life. In this connection I call to mind the success of a western woman in sheep raising. Her venture began by caring for little motherless lambs from neighboring ranches, and she was so successful in raising the little creatures that she now owns large flocks,—the outcome of this small beginning. A young woman in the east raises horses, and her success in training her colts and breaking them to harness brings her in a large income from their sale. Another young woman, with whom I have corresponded, sought an outdoor occupation on account of her health, which had been broken down in the confinement of office work. She took up turkey raising and by her

methods has conducted so profitable a business that she is in constant demand to speak at farmers' institutes and conventions of poultry raisers. Her experiences have given her the material for a little book which is considered an authority upon the subject. Poultry raising attracts many women; and although many have frequently undertaken the business and failed, the success attained by others seems to indicate that it is the methods followed rather than the business itself that is at fault.

Mrs. Griffen does not quote the common saying that the woman has never existed who did not believe in the bottom of her heart that she could make a fortune in the poultry business. She also lays more stress upon some special branch of work for women than upon the general work of farm management, though many women have conducted their farms successfully and profitably. It is surprising how many young women in college are really interested in going on a farm and doing independent work. For some of these girls such a proposition is feasible; for others it is absolutely impractical. In the first place, it is not as possible for the average girl to begin farm life with small capital as it is for a man. A woman has to hire more of her work done. A man, if he is young and healthy and has nothing else on his mind, can do all his own work; from building his shack, providing he is homesteading, to digging a well. I once saw a house, and a

very fair looking one it was too, which the girl homesteader herself was supposed to have built. I even had a photograph of her upon a half shingled roof, with nails in her mouth and a hammer in her hand, curly hair blowing about her face. I hate to be suspicious but I always doubted the veracity of that picture. She was a very pretty girl and there were many strong, eligible, young bachelors who could have helped materially in the building of a house. Where a man with a good team of horses and a small amount of money, or even none, can make his way easily, a woman is seriously handicapped.

Writing in *Country Life* of her successful experience in securing an abandoned homestead in Oregon, which she obtained for the payment of taxes amounting to about twelve dollars a year, one woman says:

Some seek adventure and some have adventure thrust upon them. My farming was hardly voluntary but in the future it will be, and it is one happy solution of the problem of the high cost of living that should not be overlooked, particularly by women who must be breadwinners. If you can begin with capital (anywhere from none to twenty-five hundred dollars), the same energy any employer in town would exact will net from two to ten times what you could hope from any other legitimate investment, and your independence is assured, your job is permanent, if you wish, and you have no boss.

The difficulty with such articles is that they make farming seem so easy, so safe, so sure. The writer does not say how long it will be before one can "net from two to ten times," what she could hope for in any other "legitimate investment." Such articles do not take into account the drought years, the times when the bugs kill the potatoes and when a horse, representing real money, dies for no reason whatever. They do not figure on sinking a well and getting no water, nor on contending with the hired man problem beside which that of the hired girl becomes a lovely little adventure in sociability. None of these problems is suggested. Perhaps it is as well not to discourage. Perhaps it is also just as well not to lure young people with too rosy promises, to a task which is questionable at the least. No girl should go into a farming venture unless she has a farm with a good house and barn, well watered, with enough stock for practical purposes and a small amount of money in the bank. A man may get on without money, but a woman cannot; and she should not be placed alone out in the country, where she may become too dependent upon the neighbors, even though their intent is of the kindliest. So while the life of the agriculturalist is a wondrous one indeed for the girl who can make a success of it, and her number is growing to be quite a respectable one, yet it is not a happy

issue from all infirmities. It is one solution for a certain type of girl, it cannot be made to fit every one.

The liberty and independence of the real estate business lure many women to whom commercial life appeals. A keen business instinct, no undue fear of publicity, ability to meet all sorts of emergencies are a few of the qualifications for the woman who is successful in that line of work. Every city claims its woman real estate operator. Sometimes she works alone, sometimes she is a member of a firm. Often she is very successful financially; other times, like many of her brothers, she is unable to make it go, and has to retreat to a less strenuous and precarious occupation. In Boston, the women engaged in the real estate business, when interviewed by a fellow from the Women's Educational and Industrial Union, placed their earnings all the way from $800 to $20,000 a year, with the greater number averaging between $2000 and $5000. The larger incomes are only possible when a woman has money to invest, and so can take advantage of market conditions and buy and sell real estate, instead of merely handling it for her clients. Most amusing and suggestive of what women have to meet in business, however, were the reasons advanced by real estate men as to why the business was unsuitable for women. Among them were

these: the character of the people with whom she must do business; the necessity of going up on the roofs of houses to look after leaks or to supervise work done by plumbers and painters; the need of using a ladder when she had to put "To Let" signs in the windows; the fact that she must handle theater property and sometimes go into saloons to collect rents. Some valid objections were the necessity, which was deprecated, of showing vacant houses at any time to any class of people and at the convenience of the customer, and the soliciting of business on the streets. It was also the opinion of many men that one of the most serious difficulties was that women were unfitted temperamentally to endure the hard nervous strain and discouragement of the business, for example, the loss, almost at the last moment, of a sale over which she might have worked for several months. In spite, however, of these mountains, many women have gone blithely and prosperously along the way of the real estate business, finding it a good field for the woman who desires to be her own employer.

There is one type of girl who must not be overlooked in this bird's-eye survey, because she is of a group that has always been recognized since Sappho sang. Her occupation is one to which society has never objected as being unfeminine, and

she has been, in a large measure a contributor to the wealth of the world. She is the girl who writes. Her talent may be of varying kinds, and, for a period at least, she should have been employed on a salary working under supervision where she can get the necessary training to take the amateurish kinks out of her English and put in the touch of the trained writer. No matter how much English she may have elected in college or how many articles she may have written for a college paper, her style will lack professionalism until she has employed it in a more regular capacity and under the direction of those who make their living by their pens. She is quite likely to become an independent worker; for the time will come, if she has the real urge of the writer within her, when she will want to devote herself to this work alone.

Now about this girl, what must be her gifts? Just a love for books and for the literary life never yet made a writer. Only an onlooker's appreciation of real literature never gave grace to a pen. Not the mere ambition to write a great book ever produced a literary classic. There is but one thing that can be counted on, and that is the definite desire to write; not the desire to have written or to be known as a writer, but the wish and the will to create in words. It is strange that many peo-

ple who have never had sufficient impulse toward this work to have put down on paper even a few fleeting thoughts will yet say that they would like to make their living by writing. It would be just as sensible if a girl who had never sung a note, should suddenly, in her twenties, announce that she thought she would like to be a prima donna. Perhaps she would like it, but the desire alone does not indicate the possibility of achievement. Desire must be augmented by action. Otherwise it is not indicative. Unless a girl has, during her school life and her late adolescent years, written a little here and a little there, no matter whether good or bad, it is probably not a wise thing to encourage her to attempt the life of a writer, precarious for even those who have great talent. The work that a girl does in her English classes may be indicative, but it is not conclusive. One of our successful short story writers of today, and successful because of the beauty of her style and the exquisite artistry of her structure, failed in English at one of our greatest universities. It sometimes happens that the finest type of creative mind cannot tie itself down to the rigorous requirements of a prescribed English course.

The girl who wants to be a writer and who has ability will, as a rule, receive her best training after leaving college upon a daily newspaper doing

general assignments. She is fortunate if she is able to secure such a position. If possible she should get this first experience in her own home town, upon a small paper, where she is allowed to cover all sorts of assignments and write all kinds of stories. She will gain facility in the use of English. She will learn to adapt her style to her subject matter. Best of all she will see life not as it is lived by a small group but as the world makes it, and she will have daily practice in writing English. The number of recognized writers in America today who have come from the newspaper group seems astonishingly large to one who has not realized that the newspaper is the great training school for writers. When she is ready to leave the newspaper and go to work for herself, she must either be able to finance herself for a time, or else she must be prepared: not to starve cheerfully in a garret, for that day has gone by; but she must be prepared to withstand the temptation to lower the quality of her work and of her ideals, for the sake of making her stuff salable. That is not always easy to do when one needs money. In this connection one young writer comes to mind—young, that is, two or three years ago—who jumped immediately into a rather pyrotechnic success. She had struck a vein of unworked and interesting material and she had an easy running

style that appealed to the men who read popular magazines in the smoking rooms of trains. She had more than that, however. She had a real gift. But she could not escape the danger of easy and profitable popularity. She slipped on it. It was a veritable banana peel under the heel of her French slipper. Whatever chance she may ever have had of doing more than average work is gone. She may write for a few years more for the man who is killing time on a slow train, but her opportunity for doing a big piece of work is gone, killed by the insidious rewards of an overnight success. It is a great temptation. But college girls have a right to expect that they shall have been so provided with ideals, so strengthened in the adoration of the really beautiful, that they can withstand the allure of the commercial, the call of worldly success, the easy triumph of the one who falls in with the crowd bound for Coney.

It is not the intention, in commenting upon different occupations and professions, to emphasize unduly the difficulties, the possibilities of defeat, the disqualifications of the girls who go out so gayly to meet—they know not what. Perhaps though, such emphasis would not be misplaced if it resulted in educating girls not to look for easy and pleasant occupations, but to be able to meet difficulties with a high head. We have carried

along our college girls in scented cotton too long. We have idealized life and enhanced their own opportunities and capabilities to them, for a sufficient term of years. We have softened them, coddled them, flattered them. We have not stiffened them with moral fiber and courage. We have not pointed out to them the gorgeous fight ahead and the wonderful opportunity that is presented to be one in the fighting line. We have not impressed upon them that dangers and difficulties are the great occasions for a conqueror, and that the great thing in life is not to have slid down hill, but to have pulled the toboggan back to the top.

This lack in our education of young women which results in a failure to meet difficulties and to fight a good fight is the more apparent when a girl goes out to be her own employer, and is one of the reasons why so many women stick closely to a pay check when they might do infinitely better if working for themselves. One of the functions of a vocational adviser should be to encourage girls in independent operations, to point out to them openings along such lines and to help them to become established in work in which they may indeed be their own masters. Difficulties in the way should not be looked upon as barriers, but as muscle making apparatus in a gymnasium. Could it have

been that there was a thought of the college girl in the mind of the sage, when he warned against praying for tasks equal to our powers, rather than powers equal to our tasks?

CHAPTER XII

THE COLLEGE GIRL AND WOMEN

THE great truth which the college girl must master is the identity of her own interests with those of all women. She has considered herself too often as a member of a favored group whose problems were of a special order, quite unrelated to those which perplexed the great world of women, and still less akin to those of that more restricted toiling mass of women workers.

Seldom has she perceived the tenacious thread of economic conditions which binds together all women, whether factory or university educated, poverty burdened or money laden, proletariat or patrician.

There is no handicap under which women labor in any field of activity that does not tense some binding cord about the college girl's freedom. There is no inequality in wages or opportunity, no matter how far down in the economic scale, that does not reflect a corresponding disparity upon higher intellectual levels. Just as long as laboring women are employed for hours that are unduly

long, just that long will there be unjust demands upon educated women. Just as long as there are underpaid factory girls, there will be underpaid doctors of philosophy. For selfish reasons, if for no others, the college girl must recognize her place in this world of women. But chiefly because she is high-minded, unselfish and looking with a glorified vision toward a day of realized democracy, must she understand fully her relation to this great group of which she is a unit, and her obligations to its betterment.

Women, including college girls as well as shirt waist makers, find themselves today tête-à-tête with the most difficult position they have ever faced. Their status is anomalous. They are neither here nor there. They have gone out and they have not come in. They are pushed from the home and scantily welcomed in the professions. Upon them without their assent has been placed often the burden of family support, but the world has taken only a few halting steps towards making it possible for them to meet this new obligation in any adequate way. Always before this, the status of women, though frequently undesirable, has been fixed. They knew where they stood. If their husbands were feudal lords, they at least knew what their duties were to their retainers and that the means of meeting these obligations would be fur-

nished. There was something static about their position. Today it is as uncertain as the fate of a new make of flying machine in the hands of a tyro flying before a storm.

Many so-called opportunities for women dwindle pitifully when analyzed in detail or when compared with similar opportunities as offered to men. It is a happy belief among optimistic groups that the opening of great universities to women and the entrance of women into professional fields furnish abounding proof of the equality of opportunity extended to them. As an illustration of the real position of women in many universities the opinion of a professor of high standing may be quoted. Unfortunately he is not alone in his point of view when he says:

"Of course I am more interested in the men than in the women in my classes. The men have something more purposeful in mind. They will make more use of what I teach them than the women ever will."

This university has hundreds of women students. This is the attitude of part of its faculty, and in this same faculty the women members could be counted on the fingers of a partially amputated hand. Such educational opportunities for women are not fraught with any great future of opportunity or development.

Another university, lying far to the eastward, is notable for the indifference with which its women students are greeted. It would be undeniably more kind to women as a group to preclude them from entrance, than it is to permit them to come and then to give them scant courtesy.

All professions, so we say glibly, are open to women. This is technically true, but they are open as is a door to a book agent, who, quickly inserts a foot made deft by long training, so that he may retain the advantage gained with so much difficulty. It is almost as hard now as it was a decade ago for a woman to establish herself in the legal profession, and notice has already been taken of a suit brought by a woman civil engineer to force the American Society of Civil Engineers to admit women to membership. While saying nothing of the tactfulness of such a proceeding it yet draws attention to the fact that women as a group are not welcomed professionally by men in this specific line of work.

Standing on this slippery ground women are yet called upon to help establish themselves and other women in some recognized position in the economic world. The situation is like that of a pioneer in a frontier country, trying to build a house while feeling the shifting sands slipping beneath his feet. But this new demand must be met. Either women

will go back into their homes taking with them all they have learned and assimilated during these feverish days of maladjustment, or else they will learn how to combine the obligations of home, from which they will never want to be free, with the work which they do in the outside world.

It has not been any intentional bias against woman that has brought her into this anomalous position. It has been the result of changing economic conditions which have made political expedients and social concessions obligatory. Much of the stability of nineteenth century society has already vanished. Marriage, divorce, education, trade unionism, religion, social customs and modes of government are all passing through an eruptive period, and the position of woman is bound to be tossed about in the general upheaval. She herself is in many instances to blame for the lack of recognition with which she has been met. The development of added leisure and the removal from the home of occupations which were formerly followed by the women of the family, have not always been beneficent gifts to the individual woman. Too often this change has resulted in the increase in the number of childless wives who refuse to keep house or to do anything else—the boarding house devotees who spend mornings in idleness and shopping, afternoons at cards and cafes, and eve-

nings at theaters and dances; who make no return whatever to life, who earn no part of their livelihood and who have no more right to the living which their husbands accord them than has the woman whose only claim is that of common law. The emphasis which popular novelists and modern short story writers have placed upon this woman shows the hold that she has taken upon the imagination which despises her but which cannot resist holding her up as a typical manifestation of modern feminism.

Partly as result of these various conditions, this *mêlée* of seeds and fruits, and partly as causes, we have the inequality of men and women as to their political status, their wage scale, their legal opportunities. Theorists and theories are many, cures and remedies abound, but before any of these can be considered effectively a knowledge must be secured of existing conditions.

The college girl does not know with what a huge army of working women she trains. According to the last United States census there were more than eight million women in industry in this country. Of this gigantic number engaged in gainful occupations more than one half were under twenty-five years of age and seven tenths under thirty. Of all the single women in the land more than one half were at work, and how many were working without

wages, in such a capacity that they could not be listed as wage earners, there is no way of ascertaining. In the single occupation of stenography there are a quarter of a million of girls and women employed. The youth of this army is suggested by the fact that 35 per cent of them are under twenty years of age. In the city of Chicago one out of every three women passing along the streets is drawing a stipend of some sort. And year by year this multitude of workers increases steadily, quite out of proportion to the natural increase in population. In Illinois 20 per cent of the women were at work in 1910 as compared with 14 per cent in 1890. In the state of New York the percentage of women at work is 26 as compared with 21 per cent in 1890; and in South Carolina the percentage has increased from 34 in 1890 to 49 in 1910. These women are in 387 out of the 429 occupations listed in the census and aside from domestic and factory work, and their many ramifications, are engaged in more than 150 different types of work.

If the college girl is not actively engaged in each one of these types of work, she is indirectly concerned in each one of them. She is employed in many as worker, supervisor, teacher, investigator. In others she has an allied but nevertheless close interest; while with still others her association, though seeming far-removed, is psychologi-

cally important. In the last ten years she herself has entered many lines of work which previously she had thought without the pale of the educated woman. She now goes blithely into department stores and sells goods behind counters in order to perfect her technic for more advanced positions. Hence everything that concerns the shop girl concerns her. The new importance given to the scientific side of the food question, as evinced by the work in domestic science in educational institutions, is rapidly taking the work of food supply and preparation out of the hands of untrained workers and putting it into the hands of trained and educated women. So that even the wages of domestic workers are intertwined with the problem of the college woman.

One of the greatest handicaps to all these women, and this applies to the girls turned out by the colleges as well as those who did not finish even the grades, is the low wage scale which customarily operates wherever a woman is employed. In some instances this is governed by the fact that she is given only the positions of lesser worth which never command as large salaries as those higher up in the scale. This occurs often in colleges and universities where a woman, no matter how fine her equipment, may never hope to become the head of a department and where therefore she must always

be subject to the lower salaries which obtain in the inferior positions. In other cases, though doing the same work as the man at the adjoining desk, she draws a smaller amount in her pay envelope. Instances of the first sort involve not only inequality of pay but primarily inequality of opportunity in that the woman is never given the chance either to command a larger salary or to advance much further in her profession. The instances of the second kind are pure examples of the inequality of wages. That this is true in some of the trades as well as in educational circles and business life is shown by advances made in wages in the boot and shoe, the cigar, and the clothing industries from 1890 to 1900 and the distribution of the advance between men and women. The wages for men in the boot and shoe trade advanced in that decade from $11 a week to $11.50. Women's wages remained at $6. In the cigar making trade the same advance was noted for men's wages while women's wages fell in that decade from $6 to $5.50. In the clothing industry men's wages fell from $11.50 to $10, and women's from $4.50 to $4. Here we have instances of three trades in which woman draws a markedly lower wage than the man, and in two out of the three she suffers a loss or her wage remains stationary, while his either remains fixed or advances. These instances how-

ever, show inequality of opportunity as much as of wages, because the low wage that the women draw in these trades is due to the fact that they do unskilled work or work of a lower grade.

The adequate salaries drawn by public school teachers in large cities is not an instance in kind, as these salaries were secured only after a long and bitter struggle and after an alliance with labor organizations had been effected. In a few other organized industries the same tendency to advance has been seen in the wages of women. But the greater number of women and almost all college women, with the exception of public school teachers, in large cities are unorganized workers; and are drawing a wage which is governed largely by either their sex limitations or sex prejudice. Women's wages are not gauged as men's. The question of family support enters in two ways into the theory upon which the wages of many women are at present based. It is often claimed that the average man having a family dependent upon him is entitled to a larger salary than a woman. That she frequently has such an obligation which she is obliged to meet on an insufficient wage does not change the basic theory or the wage. Again it is the custom of a certain class of employers to employ only those girls who are living at home, estimating that these girls have no board to pay and

can therefore afford to work at a lower wage. For another factor which enters into the determination of woman's wage she herself is to blame, and that is the presence in industry of a number of girls who live at home and do not pay board, and who work to obtain pin money. This class is not so large as it was a few years ago. Recent investigations in department stores, from which a large percentage of the pin money girls have drawn their wages, has shown that the proportion of such workers is now small. This ascertained fact, however, has not changed the assumption on the part of many employers that a girl's earnings are "velvet" and that the pin money girl has a rightful place. This fixing of wages according to personal circumstances as assumed by the employer, as in the case of family support and pin money earnings, instead of upon the value of the work done, has wrought great hardships upon women workers.

Entirely apart from the question as to how wages are gauged there are a number of reasons which operate to keep the wages and salaries of women low. Inherited prejudice, the claim of physical unfitness, woman's natural averseness to demanding the higher wage, competition, lack of proper training, possibly inequalities in the franchise, all these may be factors in the lower wage. But the real, fundamental reason why women are paid more

poorly than men lies in a definite failure of women themselves.

Women draw lower wages than men because of their failure to fit themselves perfectly into their occupations. They do not, as a class, try to find the one calling in which they can most completely express themselves. They do not sacrifice time and effort in order to become splendid in one especial profession or occupation. They are too often content to enter a profession because a facility can be easily acquired, because a long apprenticeship is not necessary.

The real reason why women do not endeavor to find their ideal profession, the one which would be the great outlet to their abilities, is because they expect to marry and they have not yet arrived at a point where they are willing to give as perfect service to a profession which may be followed for only a short time as men are willing to give to a work which will occupy their lives.

The effect of marriage upon the market value of woman's labor is so great that it really determines her economic value in many instances. An employer takes on two secretaries, one a man and one a woman. They are approximately the same age. Their training has been for all practical purposes the same. Their experience has been equally good, their ability is equal. They are put to work at

identical tasks. The man is started at a salary of $20 a week and the girl at $15. Why? The employer states it succinctly:

"I am paying this man not merely for what he is worth today, but on the basis of his future value. Ten years from now he should be head of a department. The girl will probably not be here more than five or six years at the most. She will marry. She has not the future value to the firm that the man has."

This is the first effect that marriage has upon the wages of a woman. It decreases her future value and so her present wages. Again it makes her an uncertain factor in employment. She is much more likely to remain only two years or even less than she is to remain six or seven, and the employers are countless who have just succeeded in training a girl into a high degree of usefulness only to have her leave at short notice to be married. Industry is sure that a man will not leave for that purpose. Marriage does not have to be considered in employing a man except that a married man having more responsibilities is oftener steadier and more reliable.

Now this first effect may be unavoidable. There are some kinds of work which at least under present industrial conditions a woman cannot well continue after marriage, and if she finds her best ex-

pression in such lines of work, then she must suffer in the matter of wage adjustment. The point of the employer is well taken. The future is as important to him as the present.

But the second effect that probable marriage has upon a woman is not a necessary effect though it is one which also operates to keep down her financial value, and that is that the expectancy of marriage makes women as a group less efficient. Individually she sometimes attains to as high a degree of efficiency as does her brother, but taken by and large, her efficiency is lower, because on account of this expectancy whether recognized by herself or not, she is unwilling to put the requisite time into preparation for her work, and as she does not remain long enough to make up for this lack of preparation, she does not become highly skilled. It is noticeable in the trades that she does not enter those which call for skill, preferring to trust, as one authority on economics states it, "to her perseverance and dexterity." It is not merely as a matter of poetry or word-phrasing that the Colonel's lady and Judy O'Grady are akin, for among educated business and professional women we find the same psychological forces combating economic conditions that we find among the untrained, uneducated girls in less skilled lines of work. College girls may not realize why it is that

many of them are so anxious to secure at once a position that will "pay a good salary" without taking further training. Their brothers do not expect it, for they are choosing their profession, because it is the one of all others which they desire and because they expect to follow it all their lives. But because the girl expects to marry, she does not choose her occupation with the care which a man bestows upon his. Unless she is a genius or has within her an intensely strong urge towards some form of self-expression, she lapses into the easy choice by means of which she can lope along until her wedding day. She does not phrase it thus ignobly; but such is the status of her choice.

The effect which following one's strongest bent has upon salaries is shown by the fact that the professions in which women command the same salaries as men are those which women enter only because they are following their best instincts for self-expression, and consequently are professions which they are likely to follow for a life time. A woman singer enters that profession after years of laborious study, because she can not fittingly express that which is within her in any way except through her voice. For that reason she devotes years to it. She may not ignore marriage, but neither does she ignore her profession. She ac-

cepts it as a life calling. She does not intend to give it up if she marries. She does not abandon it for matrimony, often not for children, though she may have them in abundance. No man enters his profession with a more devoted intent than does the woman singer. And what is the result? There is no field in which the voice is used which is not merely open to her, but which does not demand her vociferously. She has every opportunity lavished upon her. Her salary is not secondary to the salary of a man. She is paid according to the money earning value of her voice. Her salary is not rated according to her sex.

The same thing is true of women in the writing field. The successful woman writer has served a long period of exacting apprenticeship. She has entered this work because of an impulse to express which can find no other satisfaction. Marriage, which like all normal women she hopes will come to her, will not interfere with her pen. She has not rushed into this work because it offers an immediate means of making money and of showing her abilities; but she has gone into it, because it was the one thing of all others which she most wished to do, because it was her finest means of self-expression, because it was her job. And what is the result? If a magazine or a publishing house buys her story or her book, the manuscript is paid for on the basis

of its value, not so much to a man and so much to a woman, except as their work varies in value. Some women writers are commanding higher prices than some men, and some men are commanding top values. But these prices are paid because of the worth of the work, or because of its selling value, and not because it was written either by a man or by a woman.

These lines of work are but two instances that illustrate the contention that much of the poverty of woman's wages is due to the limitations which she herself imposes. The woman who views her profession as seriously as does a man, who goes into it because in so doing she is answering the call to expression which to some extent exists in every one, who will make it a life work and not a temporary expedient, will find herself eventually on the same plane of recognition as man, and will give a big impetus to a raised standard for all women in all lines of work.

College girls know these economic truths but they do not realize them. Thus far such statements have been only classroom truisms, phrases made by professors, theories, evolved by capped and gowned gentlemen with degrees. No one has tried to make the college girl see these facts in their relation to her own individual life and to the lives of all the other women with whose successes and failures her

own are inextricably mingled. This group of college women should be the first to give attentive study to the choice of occupations, studying to find the perfect means of self expression, through which not only they themselves will function most perfectly, but through which society in general will benefit the most, and all woman will find themselves higher up on the mountain of opportunity. It should be largely through the efforts of such a group as is formed by these vigorous and alive young women that the time will come when all women will look seriously upon their work, not giving up marriage for it by any means, but carrying it with them into their married life, making it take the place of all the trades and the industries which they once practiced in the home, but of which modern industrial conditions have deprived them.

As the college girl comes to appreciate the oneness of the cause of all women workers and to value her place among them, she will then become awake to the possibilities in all organizations which give opportunities to women to cultivate their group ideals and to amalgamate their interests. She will appreciate then that college offers but one of the many modes of training with which life abounds. Then will she begin to see the richness of the world, the enthusiasms it cannot fail to inspire, the possibilities for accomplishment which